DOCUMENT RESUME

ED 326 087 HE 023 979

TITLE	On Campus with Women: Volume 19: Numbers 1-4; Summer 1989-Spring 1990.
INSTITUTION	Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
REPORT NO	ISSN-0734-0141
PUB DATE	90
NOTE	49p.; Photographs and light colored ink may not reproduce well.
AVAILABLE FROM	Project on the Status and Education of Women, Association of American Colleges, 1818 R St., N.W., Washington, DC 20009.
PUB TYPE	Collected Works - Serials (022) -- Reports - Descriptive (141)
JOURNAL CIT	On Campus with Women; v19 n1-4 Sum 1989-Spr 1990
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Civil Rights; College Athletics; Court Litigation; Crime; Day Care; Employment; *Females; Higher Education; International Studies; Legislation; Mathematics Education; Minority Groups; Rape; Resources; Science Education; Sex Differences; *Sexual Harassment; *Social Discrimination; *Student Rights; Women Faculty; Womens Athletics; *Womens Education; Womens Studies

ABSTRACT

Four issues of the newsletter, "On Campus with Women," present information on the status and education of women. The newsletters offer brief news items on the following topics: women and the law; discrimination and the law; employment; legal actions; child care; campus issues; sexual harassment and rape; campus crime; sports; women's studies; gender studies; math and science; working in academe; minority women; international issues; and resources. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED326087

ASSOCIATION of AMERICAN COLLEGES

ON CAMPUS WITH WOMEN

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
AAS, PSEW
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

WOMEN AND THE LAW

LAW SCHOOL: STILL A MAN'S WORLD?

A recent study suggests that the law school environment, although often hostile and belittling for all students, is especially so for women. In a September 1988 *Journal of Legal Education* article, Taunya Banks analyzes the results of a survey she conducted comparing 750 students at five law schools of varying size and composition. The survey describes the tension and isolation some women law students feel. Nearly half (47 percent) of all students surveyed stated that one or more of their professors used sexist or offensive humor. Some male respondents expressed hostility toward female professors and students.

Of second- and third-year students, 75 percent of the women and 40 percent of the men said they seldom or never volunteer in class. The study also showed that the silence of women increases during law school (i.e., weekly voluntary participation of women dropped over time but remained fairly constant for men).

Nearly twice as many women as men said the sex of the professor made a difference in how often they participate in class. Also, 31.8 percent of the women and 12.8 percent of the men stated that they feel the reason their professors do not call on them is because the professor ignores them or does not notice them.

The survey suggests that part of the problem for women students is the relative shortage of female role models. Although the number of women law students is approaching 50 percent of all law students, the percentage of women law professors is still markedly small.

The September 1988 issue of the *Journal of Legal Education* is available for $12.50 from Carolyn Tappan, *Journal of Legal Education*, University of Iowa College of Law, Iowa City, IA 52242. □

LAW FIRM BANNED FROM RECRUITING STUDENTS

The nation's largest law firm has been barred from on-campus recruiting at the UNIVERSITY OF CHICAGO LAW SCHOOL (IL) for the 1989–1990 academic year. The action was precipitated by sexist, racist, and anti-Semitic remarks made by a member of the Chicago firm, Baker and McKenzie, to a Black female law student during an interview.

Geoffrey Stone, the dean of the law school, acknowledged that the firm responded to the matter in a professional and sensitive way. He maintained, however, that the school took strong measures because such action was needed to demonstrate the university's intolerance for "insulting and degrading conduct" against students during the interview process.

At many law schools the incident

On Campus With Women is a newsletter containing information prepared by AAC's Project on the Status and Education of Women. Published quarterly, it also appears four times each year in *Liberal Education*.

CONTENTS

WOMEN AND THE LAW 1
DISCRIMINATION & THE LAW 2
ON THE CAMPUS 3
SPORTS 6
WOMEN'S STUDIES 6
MATH AND SCIENCE 8
INTERNATIONAL 8
RESOURCES 9

Above: Detail, Melvin Robbins oil painting of the first women to graduate from Harvard Law School, 1953. Courtesy of the Harvard Law Art Collection.

HE 023 979

Also published in *Liberal Education*, Vol. 75, No. 3, May/June 1989

ASSOCIATION of AMERICAN COLLEGES

has aroused concern that their students may be subjected to similar discriminatory conduct. For example, STANFORD UNIVERSITY LAW SCHOOL (CA) found Baker and McKenzie's actions on that occasion to be in violation of Stanford's Policy on Non-Discrimination. This policy applies to inappropriate remarks related to age, religion, disability, ethnic background, national origin, gender, race, sexual orientation, and veteran status.

In an announcement made April 4, 1989, Stanford told Baker and McKenzie that the firm many not use Stanford placement facilities until it meets two conditions. The firm must first implement a training program in nondiscriminatory interviewing for its employees involved in recruiting law students. Secondly, all employees involved in interviewing Stanford law students must receive this training whether the interviews take place at Stanford or in one of the firm's offices.

A spokesperson for Baker and McKenzie said that the firm intends to fulfill Stanford's conditions prior to fall recruiting. □

LAW SCHOOLS HOSTILE TOWARD WOMEN PROFS?

In a study comprised of personal experience and statistical data, Marina Angel, a professor at TEMPLE UNIVERSITY LAW SCHOOL (PA), discusses the difficulties women professors face when they try to advance into the upper echelons of legal education. Angel suggests there is a pattern of women law professors "disappearing" (falling out of the ranks) at a much higher rate than do male professors.

Angel describes instances of sexual harassment and discriminatory jokes and also notes that the study of such areas as sexual harassment and rape are relatively ignored or left out of the law school curriculum.

Copies of the study may be obtained through the Temple University Law Review, Temple University, 1719 North Broad Street, Philadelphia, PA 19122. □

TEST MAKERS SET FAIR PRACTICE STANDARDS

Six of the nation's major standardized test publishers have endorsed a set of guidelines to promote fair test practices. Developed by the Joint Committee on Fair Testing Practices, the "Code of Fair Testing Practices in Education," lists twenty-one standards for test development and use of placement and admissions exams.

The voluntary code recommends that test producers ensure that the purposes of the tests are clearly defined and that the tests fulfill those purposes. The code also suggests that reviewers compare women's and men's scores as well as those of people of varying cultural and ethnic groups to ensure that performance discrepancies are based solely on differences in ability rather than on cultural or experiential variants.

Single copies of the code may be obtained free by writing the National Council on Measurement in Education, 1230 17th Street, N.W., Washington, D.C. 20036.

JOURNAL FOCUSES ON WOMEN

The *Journal of Legal Education* has produced a special issue containing an extensive and comprehensive section focusing on the influence of women practicing and teaching law. Articles cover pedagogy and theory and practice and include discussions of gender bias in the law school curriculum (see previous article).

The March/June 1988 issue was sparked by a series of debates among women law school professors at meetings of the Association of American Law Schools about feminist pedagogy and whether there were differences in classes taught by women. A photocopy of the March/June 1988 issue, "Women in Legal Education: Pedagogy, Law, Theory, and Practice" is available for $10 from Carolyn Tappan, *Journal of Legal Education*, University of Iowa College of Law, Iowa City, IA 52242. □

DISCRIMINATION AND THE LAW

COURT ORDERS TENURE FOR WOMEN AT BROWN

By 1991, BROWN UNIVERSITY (RI) must grant tenure to thirteen women professors or violate a federal court ruling.

A 1977 consent decree in a sex discrimination lawsuit mandated that Brown grant tenure to a total of fifty-seven women by 1987. When Brown tenured only fifty women by the deadline, the case returned to court. Despite the university's urging that the court end the decree or set a deadline of June 1990, U.S. District Judge Raymond J. Pettine upheld the parameters of the 1977 decision and further required that Brown tenure seventy women on its faculty by 1991. As of January 1989, 54 of the 395 tenured professors at Brown, a total of 13.6 percent, were women. □

OFFICE OF CIVIL RIGHTS ATTACKED BY STUDY

In a recently issued report, a congressional committee criticized the Office for Civil Rights (OCR) of the U.S. Department of Education for neglecting and undermining the civil rights legislation it is mandated to uphold. OCR enforces, among other laws, Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally assisted education programs. According to the report issued by the Democratic staff of the Committee on Education and Labor, OCR does not focus enough attention on racial or sexual discrimination cases.

ASSOCIATION of AMERICAN COLLEGES

The number of OCR employees has dropped from 1,099 to 820 in the last seven years; several OCR employees have admitted to discouraging individuals from filing cases to limit work loads. □

DISCRIMINATION DECISIONS FAVOR UNIVERSITIES

A recent study of court decisions shows that faculty members who initiate sex discrimination lawsuits against their institutions do not have a good chance of winning their cases. Researchers Perry A. Zirkel, a professor at LEHIGH UNIVERSITY (PA), and Sage L. Shoenfeld, a former student at Lehigh, examined sex discrimination cases against university faculty and nonfaculty employees over a ten-year period. Their findings were not encouraging for women considering legal action: The plaintiff employees lost nearly 80 percent of the cases to the defendant institutions. □

SAT-BASED SCHOLARSHIPS ARE PROHIBITED

A federal court has barred New York State from using the Scholastic Aptitude Test (SAT) as the sole basis for awarding state scholarship moneys.

In this first case challenging standardized tests on the basis of gender discrimination, Judge John Walker found that use of the SAT alone skews the odds of girls receiving awards. In 1987, boys won more than twice as many Empire Scholarships as did girls. Boys made up 47 percent of the applicants for Regents' Scholarships but won 57 percent of the awards.

According to statistics kept by the Educational Testing Service, the creators of the SAT, girls score an average of 60 points lower than boys. These test results are not in keeping with high school grades, in which girls consistently do better than boys.

Walker asserted that to use the SAT as the only means of determining scholarship recipients violates the Constitution's equal protection clause and Title IX, which prohibits sex discrimination in federally assisted education programs. He also suggested that beyond this usage of the SAT, the test appears to be generally sex biased.

"New York Lawsuit Packet," which includes copies of the complaint, affidavits on gender bias in tests and the February 1988 court decision, is available for $10 from FairTest, 342 Broadway, Cambridge, MA 02139. FairTest also has published a report entitled *Sex Bias in College Admissions Tests: Why Women Lose Out*, available for $7.95. □

ON THE CAMPUS

SEX MAGAZINES BANNED AT ST. CLOUD STATE U.

The ST. CLOUD STATE UNIVERSITY (MN) student center has banned the sale of *Penthouse*, *Playboy*, and *Playgirl* magazines following a sit-in at the center's newsstand by campus and community protesters. The Atwood Student Center Council panel of students, professors, and staff members cast their votes in response to the campus-based Women's Equality Group and Women for Social Justice, a community organization. Both organizations had called for the removal of the magazines, labeling them degrading to women. The magazines will still be available for educational use in the university library. □

RACIST, SEXIST JOKES DO NOT COMPUTE

School officials at STANFORD UNIVERSITY (CA) have deleted a file containing several thousand racial and sexual jokes from the university's computer network. The jokes were listed on an electronic bulletin board that originated at the UNIVERSITY OF WATERLOO (Ontario) and was the subject of intense debate on Stanford's campus. Some faculty members, staff members, and students protested the decision to delete the file and criticized the school for not protecting academic freedom. Officials at Stanford's Academic Information Resources (AIR) compared the decision to "receiving a magazine unsolicited in the mail...and deciding not to subscribe." AIR director Ralph Gorin defended the school's action, stating, "At a time when the university is devoting considerable energy to suppress racism, bigotry, and other forms of prejudice, why devote computer resources so some outside person can exploit these?"

In the future, computer users attempting to call up the bulletin board will get instead a statement from the Stanford Data Center with the following message: "...Jokes based on... stereotypes perpetuate racism, sexism and intolerance ... This bulletin board does not serve a university education purpose; its content is offensive; it does not...provide a forum for the examination and discussion of intolerance, an exchange of views, or the expression of views of the members of the University community..."

In spite of the decision of school officials, the offensive material will still be available to Stanford computer users. John McCarthy, Stanford professor of computer science and one of those opposed to the deletion of the file, has copied the controversial jokes into a university computer he uses for research and is allowing users of other university electronic bulletin boards to copy it. □

STUDENT PROTESTS PROMPT RECALL OF SEXIST AD

The Miller Brewing Company stopped distribution of a sixteen-page, full-color advertising supplement for college newspapers after students criticized the ad's sexist depiction of women.

Miller officially apologized to the student newspapers, stating that "Miller's intention was to create a humorous takeoff on spring break. We certainly did not intend to produce material that might be considered offensive or inappropriate." Students at the UNIVERSITY OF IOWA and the UNIVERSITY OF WISCONSIN did, however, find the material offensive

and responded to the ad with phone calls, letters, and a threat to boycott Miller's products until the ad was recalled and the company apologized.

A spokesperson for Miller said that about 800,000 copies of the ad had been printed, but did not disclose how many copies had been distributed or how much the ad cost. The ill-fated marketing plan was created by Miller and Rogers Merchandising, Inc. of Chicago. □

LITTLE SISTERS OFF-LIMITS

NORTHERN ILLINOIS UNIVERSITY officials have ordered campus fraternities to drop their "Little Sister" programs by spring 1989 or risk losing campus recognition. Six fraternities and three hundred women students are involved in the Northern Illinois programs, wherein the young women are "adopted" by fraternities.

Similar programs have come under fire nationally in recent years due to incidents of sexual harassment, assault, and alcohol abuse. Northern Illinois' policy was announced following an alleged sexual assault at an off-campus fraternity house. □

ALTERNATIVE HOUSING FOR REENTRY WOMEN

CHATHAM COLLEGE (PA) has developed an alternative to traditional residence hall living for its returning adult women students. With an adult student population that is increasing at the rate of 10 percent per year, the college is searching for ways to meet the changing needs of its students. It recently invested $1 million in campus housing to make returning to school easier for women. The college renovated Berry Hall, a nearby school-owned mansion, creating five one-bedroom and five efficiency apartments that will accommodate single women and mothers with one child. The successful conversion has inspired Chatham to renovate another building sometime in 1989. The school plans eventually to provide special housing for another student group: young adults who fall between reentry level and traditional 18- to 20-year-olds. For additional information, contact Miriam King-Watts, Dean of Enrollment Management, Chatham College, Woodland Rd., Pittsburgh, PA 15232. □

STUDENTS STAGE SIT-IN AGAINST DISCRIMINATION

Three hundred students conducted a 37-hour sit-in at the STATE UNIVERSITY OF NEW YORK–Binghamton to express their concerns over sexual crimes and ethnic and sexual prejudice on campus. The action was in direct response to a rape that allegedly had occurred at a weekend party on campus. Jewish students also complained about anti-Semitic vandalism. After eleven hours of negotiations with the students, university officials agreed to establish a committee of administrators and representatives of the Gay People's Union, the Jewish Student Union, and the Women's Center. They also agreed to consider listing violent crimes on the transcripts of students found guilty of those offenses, creating a Judaic Studies department, and developing courses on gay and lesbian issues. □

INFANT CARE ON CAMPUS

Universities are increasingly expanding campus child care programs to accommodate the special needs of parents with younger children. Infant care is now available at EASTERN MICHIGAN UNIVERSITY, OHIO STATE UNIVERSITY (OSU), and the UNIVERSITY OF WISCONSIN System, among others. The University of Wisconsin's Milwaukee campus center provides care to three hundred infant to school-age children and its Madison campus operates a network of child-care programs. OSU's facility serves three hundred children and coordinates a network of fifteen day-care homes. (For more information on OSU's other child-care programs, see the following article.) The Eastern Michigan program accommodates children six weeks to six years of age from Monday through Friday during regular working hours. It provides care for the children of students and faculty and staff members.

BEREA COLLEGE (KY) operates a teacher-training child-care school and plans to expand its existing program to accommodate infants in fall 1990. Plans include a child-care referral system as well.

Additional information on campus child-care programs serving students and faculty members is available from the National Coalition for Campus Child Care, Inc., University of Wisconsin–Milwaukee, P.O. Box 413, Milwaukee, WI 53201. □

MODEL CHILD-CARE PROGRAM AT OHIO STATE U

OHIO STATE UNIVERSITY has one of the most comprehensive child-care programs for students and employees, developed in 1972, partly in response to student demands. Currently, the university's main campus provides child care for three hundred children ranging in age from six weeks to twelve years. Care is available from 6 a.m. to 6 p.m. and is provided in a $3.5 million building constructed in 1987 solely for child care. Services for evening-class students are also available and evening workers can arrange for care until midnight if needed. Funding for the various programs comes from fees paid by parents, the university's general fund, the university hospitals, Title XX, the U.S. Department of Agriculture, and the provost's office. The waiting list at the Child Care Center currently has more than one thousand names, which represents a minimum 18-month waiting period.

Other forms of child care are offered on the main and branch campuses. The university currently is developing an expanded care program during summer and other breaks for school-age children and is investigating other options, including an information and referral service.

Additional information is available

from the Child Care Center, Ohio State University, 725 Ackerman Road, Columbus, OH 43202. □

THE CRITICAL DIFFERENCE FOR WOMEN

OHIO STATE UNIVERSITY has developed a plan to improve the status of women through its newly established Critical Difference for Women Program Fund. Money raised for the fund will be placed in an endowment to support a variety of university-wide programs to enhance the scholarly and professional lives of women. They include reentry scholarships and fellowships, professional development grants, the women's research fund, endowed chairs for women scholars, women's mentoring programs, intergenerational day care, the Visiting Women's Scholars' Fund, the Minority Women Scholars' Career Support Program, and the Special Needs Loan Fund.

The new initiative will be funded through the Ohio State University Campaign, a five-year effort to enhance and ensure the quality of OSU by raising $350 million in private funds for selected academic, research, and student programs. It is the largest fund-raising campaign ever undertaken by a public university. For additional information, contact the Critical Difference for Women Program Fund, 115-A Fawcett Center, 2400 Olentangy River Rd., Columbus, OH 43210. □

VIDEO DEPICTS WOMEN'S LIVES AT AMHERST

After two and a half years of planning and production, a film commemorating the ten-year anniversary of the enrollment of women at AMHERST COLLEGE (MA) recently premiered to two full houses on campus.

The hour-long film, *A Question of Place: Women at Amherst*, was produced by more than twenty undergraduate women and supported by several faculty members and administrators. The film is a subjective study composed of candid interviews with women students describing their college experience. The creators say the film illustrates the tension female students sometimes feel due to subtle sexual discrimination. Several women interviewed note a disparity between men's and women's class participation. They observe that male students talk frequently and with self-assurance while female students are relatively quiet in the classroom. Professor Eve Sedgwick, a consultant on the project, suggests that the lack of positive role models adversely affects women and minority students' self-confidence. The school first admitted women in 1976.

A Question of Place is available for viewing on Amherst's campus. For further information, contact Amherst College, Audio-Visual Department, Amherst, MA 01002. □

CORRECTION: CORNELL OR CORNELL?

In an article on a feminist scholarship requirement for faculty members, we inadvertently named CORNELL UNIVERSITY (NY) as the school that instituted this policy. It is, in fact, CORNELL COLLEGE (IA) that has promoted and implemented this idea. "Feminist Scholarship Requirement for Faculty" appeared in OCWW Vol. 18, No. 2, page 3 (and was also reprinted in *Liberal Education*, Vol. 74, No. 4, page 45). The following is a partial reprint of the original article:

The faculty handbook at Cornell College outlines the requirements for being hired as a faculty member and notes that determining if a person has up-to-date knowledge in his or her field is best left to the individual department. It is explicit, however, on the importance of creating a bias-free environment: "... Cornell faculty members and aspiring faculty members should be expected to be familiar with at least the broad outlines of feminist scholarship in their discipline." For more information on the policy's application in hiring, evaluation, and tenure, contact Dennis Damon Moore, Dean of the College, Cornell College, Mount Vernon, IA 52314.

CONFERENCES PROMOTE LEADERSHIP

The Public Leadership Education Network (PLEN) has initiated training programs in Washington, DC, for women undergraduate students. PLEN, a consortium of women's colleges which was established in 1978, prepares women for public leadership, offers mentoring and internship programs, and sponsors topical conferences. PLEN's first Women and Congress Seminar in March 1989 provided student participants with the opportunity to meet women members of Congress, discuss issues with congressional staff members, and observe committee hearings. A second Women and Congress Seminar will be held in March 1990, with participation limited to students attending PLEN-member schools.

Another new addition to PLEN's conference schedule, the first public leadership career conference, is scheduled for October 1989 and will focus on women and law. The conference will feature speakers who use their law degrees in the public policy arena. Conference participation is open to the public.

In addition to these new programs, PLEN will continue to offer its Women and Public Policy Seminar each January. During this two-week seminar, students learn about the public policy process from women leaders in Congress, the courts, executive agencies, media, and interest groups. Enrollment in the seminar is limited to forty-five students to ensure each par-

ticipant the opportunity to speak individually with the women leaders who serve as teachers. For further information, contact Marianne Alexander, Executive Director, PLEN, 2001 O St., NW, Washington, DC 20037. □

SPORTS

PAY EQUITY ASSISTANCE FOR FEMALE COACHES

In August 1988, the Equal Employment Opportunity Commission (EEOC) issued a policy statement addressing the wage differential between male and female coaches. According to the statement, female coaches, who are often paid less than their male colleagues, can make a discrimination claim under the Equal Pay Act if they receive less pay for a coaching job involving "equal skill, efforts and responsibility, and which are performed under similar working conditions." The policy also discusses the variables that can be considered in comparing jobs, stating, "Skill includes considerations of such factors as experience, training, education, and ability. It must be measured in terms of the performance requirement of the job.... Possession of a skill not needed to meet the requirement of the job cannot be considered in making a determination regarding equality of skill."

Due to the diversity of salary and employment policies among universities, Equal Pay Act investigators will use the statement's guidelines to evaluate discrimination charges on a case-by-case basis. The guidelines state, "A mere difference in the kind of effort will not justify a pay differential, but a substantial difference in the amount or degree of effort will." Amount or degree of effort required by a job may be determined by comparing areas such as the sport played, the number of students coached, the number of games played, the length of the season, and the time spent in practice. Discrimination in school athletics is also covered by Title IX of the Education Amendments of 1972.

A copy of the EEOC statement is available free of charge from the EEOC, Office of Communication and Legislative Affairs, 2401 E St., NW, Washington, DC 20507. □

WHO'S ON FIRST?

This season Julie Croteau became one of the first women to play intercollegiate baseball. Although the National Collegiate Athletic Association has no law prohibiting women from playing sports on men's teams, this first year student at ST. MARY'S COLLEGE (MD) is one of the first women to play baseball on a college men's team.

Croteau decided to attend St. Mary's after contacting one hundred colleges asking about her chances of playing baseball. Four were openly interested in her baseball talents while four others plainly refused to offer her a position on their teams because she was a woman.

Croteau is not facing the same opposition at St. Mary's that she confronted at Osborn Park High School in Manassas, Virginia, from which she graduated. When she was cut from the high school team, she filed a sex discrimination lawsuit but subsequently lost the case.

Although her playing first base at St. Mary's may open the road for other women in collegiate sports, Croteau insists that she plays just because she likes the game. □

TITLE IX AND ATHLETICS PAMPHLET

The U.S. Department of Education has developed a pamphlet to assist educators in protecting the civil rights of students. The pamphlet explains the provisions of federal law that guarantee equal opportunities for women in college and university athletic departments. *Equal Opportunity in Intercollegiate Athletics: Requirements Under Title IX of the Education Amendments of 1972* clarifies the requirements contained in the Title IX regulation and states specifically how athletic programs must provide benefits, opportunities to participate, and financial aid and must accommodate the interests and abilities of both male and female students. The pamphlet also contains an appendix listing the department's ten regional civil rights offices so that complaints alleging violations in a federally assisted education program can be addressed to the appropriate office.

Free copies of the pamphlet can be ordered from the U.S. Department of Education, Office of Civil Rights, Washington, D.C. 20202. □

FOR THE LOVE OF THE GAME

A sophomore at STEVENS INSTITUTE OF TECHNOLOGY (NJ) is currently the only (and one of the first) women to play on a men's college basketball team. When all of the players from last season's team decided not to play, the coach held open try-outs. Allison Hendricks tried out and was picked for the team. She had played basketball in high school and was on the fencing team her first year at Stevens. (Fencing is one of only three women's sports teams at Stevens. Basketball is not offered for women.) □

WOMEN'S STUDIES

STRATEGIES TO INCLUDE WOMEN IN THE CURRICULUM

A recent study examined the impact of curriculum integration projects at ten colleges and universities. Five of them had sponsored projects integrating new scholarship on women into basic introductory courses; the other five schools offered only women's studies courses. The study, supported by the Ford Foundation and conducted by Formative Evaluation Research Associates in Ann Arbor (MI), found that mainstreaming projects do make a difference in broadening the curriculum to include the experiences, perspectives, and priorities of women. While all campuses reflected change, campuses which had mainstreamed women's studies recorded greater change in including issues of diversity in the liberal arts experience.

Although most faculty respondents felt that information about women was available in their disciplines, and that course readings and content had incorporated this information, mainstreaming project participants were more likely to have developed new courses, changed their theoretical approach to course content, changed their teaching methodology, purchased new resources, and/or changed their research.

Some of the strategies that enhanced mainstreaming efforts were:

- the on-campus presence of a women's studies program or department
- requiring a course on the study of diversity
- assigning someone with academic status as director of the project
- having visible administrative leadership and support
- using librarians as a critical support for change
- using alliances with other diversity programs, such as women's studies, Black studies, American Indian studies, and others.

Including Women in the Curriculum: A Study of the Strategies That Make It Happen (119+ pages) is available for $9 from Formative Evaluation Research Associates, 218 North Fourth Ave., Ann Arbor, MI 48104. □

ALL GROWN UP

An eight-page special section in the February 1989 issue of *The Women's Review of Books* is devoted to women's studies at age twenty. Articles by Evelyn Torton Beck, Johnnella Butler, Myra Dinnerstein, Linda Garber, Florence Howe, Paula Rothenberg, Susan Searing, and Catharine Stimpson reflect on the past, present, and future of the field. The issue (Vol. VI, No. 5) is available for $2 from the Women's Review, Inc., 828 Washington St., Wellesley, MA 02181. □

FEMINISM FOR MEN 101

As a project for his self-designed graduate degree in feminist studies at CALIFORNIA STATE UNIVERSITY-Sacramento, Alex McDavid has developed an introductory college course to educate men in women's studies. Unlike men's studies courses which focus on men, "Feminism for Men" is designed to help men learn, from a feminist perspective, about women and about men's relationships with women. McDavid describes it as a course for men about the reality of women's lives. An essay about the course appears in *Feminist Teacher*, Vol. 3, No. 3, available for $4 from *Feminist Teacher*, Ballantine 442, Indiana University, Bloomington, IN 47405. □

HAPPY BIRTHDAY TO *FEMINIST COLLECTIONS*

With the Fall 1988 issue, *Feminist Collections* marked its tenth volume. According to Susan Searing, Women's Studies Librarian for the UNIVERSITY OF WISCONSIN System and editor of *Feminist Collections*, "This quarterly of women's studies resources offers a way to keep abreast of the fast-developing field of women's studies." It serves as a concise guide to the latest publications, media productions, and reference sources on women and gender. It also publishes reviews that give equal attention to works from both small alternative presses and mainstream publishers.

The tenth anniversary issue features an overview of women's history archives, a survey of periodicals by and about Third World women, a critique of nonsexist books for children and young adults, and reports on new publishers and databases. Reviews spotlight scholarly titles on women's paid labor and on gender relations in the classroom.

Feminist Collections highlights not just books, but also new periodicals, special issues of journals, bibliographies, and videotapes and other nonprint resources.

A subscriber to *Feminist Collections* also receives a bibliography, *New Books on Women and Feminism*, which appears twice a year, and a quarterly publication, *Feminist Periodicals: A Current Listing of Contents*, which reprints the table of contents pages of more than one hundred women's periodicals.

For more information on any of these publications, contact Susan Searing, 112A Memorial Library, 728 State St., Madison, WI 53706. □

RECOGNITION FOR UW'S PROGRAMS

The UNIVERSITY OF WISCONSIN-River Falls hosted the annual University of Wisconsin System Women's Studies Conference on October 7–8, 1988. Papers and workshop sessions addressed a wide range of topics, from American Indian women's concerns to pioneering women filmmakers, from Black women's literature to the lesbian presence in women's studies classrooms.

The UW Board of Regents recently designated the UW Women's Studies Consortium, the only multi-campus program among forty-nine other centers, as an interinstitutional "Center of Excellence." The consortium provides library and other resources as well as assistance in research and off-campus outreach. It also coordinates the annual women's studies conference and the yearly directory of programs. For more information on the consortium's activities, contact Susan Searing, 112A Memorial Library, 728 State St., Madison, WI 53706. □

NEW JERSEY NETWORKING

The Institute for Research on Women of RUTGERS–THE STATE UNIVERSITY OF NEW JERSEY held its seventh annual conference on research issues relating to women and gender at Douglass College (a college for women within the university). This year, as in past years, researchers, activists, and practitioners from New Jersey presented and discussed their work in a variety of fields. Included were photography and art exhibits as well as panel discussions and performances. Day care for children of participants was provided. The conference was a useful tool for bringing together women from across the state of New Jersey;

it could serve as a model for other states that wish to do the same.

For more information on the conference, contact the Institute for Research on Women, Voorhees Chapel, Douglass College, P.O. Box 270, New Brunswick, NJ 08901-0270. □

DIRECTORY OF WOMEN RESEARCH CENTERS AVAILABLE

The Fall/Winter 1988 issue of the *Women's Studies Quarterly* includes a directory of member centers of the National Council for Research on Women (NCRW). NCRW is a consortium of organizations that provides institutional resources for feminist research, policy analysis, and educational programs. Through its fifty-six member centers, NCRW links more than two thousand scholars and practitioners.

Also included in this issue of *Women's Studies Quarterly* is a fourteen-page listing of the fellowships, affiliated scholar programs, grants, and internships sponsored by member centers of NCRW. For information on NCRW activities contact Mariam Chamberlain, President, NCRW, Sara Delano Roosevelt Memorial House, 47-49 East 65th St., New York, NY 10021. For information about *Women's Studies Quarterly*, contact Feminist Press at the City University of New York, 311 East 94th St., New York, NY 10128. □

MATH AND SCIENCE

NSF AWARDS

The National Science Foundation awarded $1.64 million in Career Advancement Awards to thirty-eight women scientists and engineers through its 1988 Research Opportunities for Women program. This initiative is designed to help women in science and engineering disciplines, particularly in the higher ranks of college and university faculties. In 1987, women comprised only 15 percent of tenured or tenure-track faculty positions in U.S. colleges and universities.

Career Advancement Awards are intended to expand the research opportunities of women scientists and engineers. Each award recipient may receive up to $60,000, which includes $10,000 for equipment. The thirty-eight awardees were selected from among 171 proposals submitted in 1988. For more information on the awards, contact Anna Fotias, National Science Foundation, 1800 G St., NW, Washington, DC 20550. □

MATH ABILITY: CONFIDENCE OR GENETICS?

A study comparing the math abilities of men and women has found that the sex-based differences reported in a comprehensive 1974 study have become negligible.

Marcia C. Linn of the UNIVERSITY OF CALIFORNIA–Berkeley and Janet S. Hyde of the UNIVERSITY OF WISCONSIN–Madison suggest that test scores do not reflect innate ability. This is reflected in the marked decline of the margin of difference between women's and men's scores on both the math and verbal portions of the Scholastic Aptitude Test (SAT). The researchers assert that high scores on the SAT can have as much to do with the way the questions are phrased as with what they ask. Many of the SAT questions, for example, relate to sports rather than to areas of greater interest to girls. The study goes on to say that even when boys and girls perform equally, girls are less likely than boys to think they are "good at math." □

ENCOURAGING WOMEN'S POTENTIAL

Women in Science is an eight-part video series designed to motivate junior high, high school, and college women to pursue careers in the sciences. The series can be used in career development and science courses and is targeted both to young women and to those who teach and counsel them. It offers young women encouragement and practical advice at a critical time: when they can still choose to take the math and science courses necessary for careers in science and technology.

Women in Science helps women and girls see themselves as scientists and engineers by interviewing dozens of successful women scientists who offer practical advice about how to surmount barriers such as lack of self-confidence, discrimination, insufficient academic preparation, math anxiety, and misconceptions about the appropriateness of science careers for women. Seven 30-minute video programs feature descriptions in biomedical fields, chemistry, computer science, dentistry, engineering, geosciences, and physics and astronomy. For information on rental or purchase of the videos, contact AV Instructional Services, Agency for Instructional Technology, Box A, Bloomington, IN 47402-9990. □

SCIENCE AT HOOD

Women and Science is the first in a series of discussion papers published by HOOD COLLEGE (MD). The paper discusses many of the major factors that contribute to women's low participation rate in science as well as the importance of bringing women into science. It also includes comments and insights from many of Hood's faculty members. Copies of the paper are available free from the Office of the President, Hood College, Frederick, MD 21701-9988. □

INTERNATIONAL

LATIN AMERICAN AND CARIBBEAN NETWORK

Women's studies programs in Latin American and Caribbean higher education institutions established an academic network in fall 1988. The network's goals are to develop a data bank on research on Latin American and Caribbean women and make it available to researchers, educators, and students; to hold a three-year rotating program of conferences in each of the participating countries; to support a faculty exchange program; to publish an internationally distributed newsletter; and to provide technical

assistance to the participating institutions to help them build or expand their women's studies programs and libraries.

The network was established by the Institute for Research on Women, the Women's Studies Program, and the Department of Latin American and Caribbean Studies at the STATE UNIVERSITY OF NEW YORK–Albany; the Programa Interdisciplinario de Estudios del Genero at the University of Costa Rica in San Jose; the Centro Interdisciplinario de Estudios de la Mujer at the National University of Costa Rica at Heredia; and the Programa Interdisciplinario de Estudios de la Mujer at El Colegio de Mexico in Mexico City.

For more information on the network, contact the Institute for Research on Women, SUNY–Albany, Albany, NY 12222. □

PUTTING WOMEN IN THEIR PLACE IN HISTORY

Restoring Women to History: Teaching Packets for Integrating Women's History into Courses on Africa, Asia, Latin America, the Caribbean, and the Middle East explores the history of women in these areas and promotes its integration into survey courses in the social sciences and humanities. The material synthesizes current debates and research and suggests new topics and issues for exploration. Published by the Organization of American Historians (OAH), the teaching packets are organized into five sections–four geographic regions and a thematic introduction to the entire set. Each regional section includes a historical narrative from the earliest times to the present and a bibliography. Items especially suited for student use are identified.

The project was initiated by OAH and the women's studies program at the University of Illinois at Chicago. Funded by the National Endowment for the Humanities and the U.S. Department of Education, the complete five-hundred-page set, *Restoring Women to History*, is available for $18; regional sections (including the thematic introduction) are $8.75 each. Prepayment is required. To order, write to Director of Member Services, OAH, 112 North Bryan St., Bloomington, IN 47408-4199. □

RESEARCH TOOL PUBLISHED

Women in International Studies: A Bibliographic Guide offers assistance to scholars who are seeking materials that have an international perspective on women's issues. The collection of resources at the UNIVERSITY OF ARIZONA Library is the basis for the bibliography. Specialized bibliographies by continent and by topical headings such as education, employment, literature, and Jewish women are included. Listed also are review articles, curriculum integration materials, journals, audio-visual materials, research centers, and women's organizations around the world. The forty-three-page bibliography, compiled by Ruth Dickstein, is available for $3.50 from the Department of Women's Studies, Douglass Rm. 102, University of Arizona, Tucson, AZ, 85721. □

LET YOUR FINGERS DO THE WALKING

International Centers for Research on Women lists 148 centers in 47 countries from Argentina to Zimbabwe. Published by the National Council for Research on Women, it also includes listings of the U.S. members of the council. Compiled by Mariam K. Chamberlain and Debra L. Schultz, the twenty-five-page list is available for $5 from the National Council for Research on Women, The Sara Delano Roosevelt Memorial House, 47-49 East 65th St., New York, NY 10021. □

RESOURCES

FEMINISTS' GUIDE TO ENGLISH HANDBOOKS

Stan Patten, a professor in the Department of English at the UNIVERSITY OF NORTH CAROLINA–Charlotte, examined eleven randomly selected English handbooks to discover what advice students currently are receiving from publishing companies regarding the use or avoidance of sexist language.

Patten found, among other things, that:

- Most of the handbooks acknowledge that attitudes are changing regarding the use of the "generic" pronoun.
- The amount of text devoted to the issue of sexist language varies from four pages to a brief paragraph.
- Few of the handbooks address the effects of sexist language on students, female or male, or the question of equity in language.

Patten's review reveals that major differences exist in dealing with equity in language. He suggests that those concerned with equity in language need to screen handbooks carefully for their stance on the use of the generic pronoun and sexist language. Patten also ranks the eleven chosen handbooks from "excellent" to "offensive" for their treatment of sexist language.

Patten's study appears in *Feminist Teacher*, Vol. 3, No. 3, available for $4 from *Feminist Teacher*, Ballantine 442, Indiana University, Bloomington, IN 47405. □

CHANGING OUR LANGUAGE

Designed for scholars, teachers, students, professionals, and general readers, *Language, Gender, and Professional Writing: Theoretical Approaches and Guidelines for Nonsexist Usage* unites research, theoretical approaches, and actual examples to provide comprehensive guidelines for nonsexist writing. Authors Francine Wattman Frank and Paula A. Treichler and contributors H. Lee Gershuny, Sally McConnell-Ginet, and Susan J. Wolfe discuss the meaning of language and sexual equality. They emphasize the ways in which discriminatory language can distort thinking and the importance of adopting stylistic devices that are compatible with fair and accurate communication. As they

ASSOCIATION of AMERICAN COLLEGES

point out, "It is no longer a semantic surprise that women write; grammar should no longer mark them as exceptions."

Published by the Modern Language Association, *Language, Gender, and Professional Writing* (341 pp.) includes a subject index that provides problem-solving help and four bibliographies of works that examine the controversies surrounding sexist language and point to suggestions for dealing with it. *Language, Gender, and Professional Writing* is available for $11.60 (paper) and $25.60 (cloth) from Customer Services, Modern Language Association, 10 Astor Place, New York, NY 10003-6981. There is a 20 percent discount for MLA members. □

ABOUT, FOR, AND BY WOMEN

PENNSYLVANIA STATE UNIVERSITY's Audio-Visual Services Department publishes a catalogue entitled *Films and Video About, For, and By Women* that lists almost five hundred films and videos relevant to women's studies and programs about women. The films cover a wide variety of subject areas including abortion, battered women, career management, education, family, health, older people, pregnancy, sports, and working mothers. For a free catalogue or information on rental procedures, schedules, and fees, contact Pennsylvania State University, Audio-Visual Services, Special Services Building, University Park, PA 16802. □

HELP FOR LEARNING DISABLED WOMEN

Project Exploration: Search for Self, a recently published guidebook, helps college counselors and special needs service providers in assisting learning disabled women to adapt to their learning differences and adjust to the world of work. It presents a career development approach for learning disabled women that focuses on self-awareness and the development of essential academic and behavior skills.

Project Exploration is based on a one-year pilot project headed by Suzanne E. Gordon, dean of students at the UNIVERSITY OF ARKANSAS, and funded under a grant from the Women's Educational Equity Act Program. As an aid to replicating the University of Arkansas program, the manual first helps service providers assess the academic and personal skills of learning disabled women in order to determine their strengths and weaknesses. It then gives details about the women's participation in individual and small-group counseling sessions and enrollment in a developmental studies course with instruction from a learning disabled specialist.

Meeting role models and participating in a career development course helps the women establish realistic goals and career choices. These components increase the possibility of a successful job search by allowing the women to develop the skills appropriate to their career choices.

Project Exploration is available for $5.50 plus $2 shipping from Education Development Center, WEEA Publishing Center, 55 Chapel St., Newton, MA 02160. □

CONFERENCE BY, FOR, AND ABOUT WOMEN IN THEIR TWENTIES

The Center for Women Policy Studies (CWPS) will convene the "First National Conference By, For, and About Women in Their Twenties," November 10–12, 1989, in Washington, DC. This agenda-setting conference will be a unique opportunity for young women of all racial, ethnic, and socio-economic backgrounds to come together in a national forum to discuss their concerns about the future and to begin to create new policy options that will meet the concerns of this generation of women and their families. The conference will launch CWPS' Young Women's Program, designed to bring young women into the policy process by encouraging them to take leadership positions on feminist issues. The program is also designed to re-conceptualize women's issues and strategies for institutional change in the coming decades.

For more information, contact Mara Verheyden-Hilliard, Project Director, Young Women's Program, Center for Women Policy Studies, 2000 P St., NW, Suite 508, Washington, DC 20036.

EDUCATED WOMEN

The twelve anthologies and dissertations in the Garland Publishing Company's series *Educated Women: Higher Education, Culture, and Professionalism, 1850–1950* gather elusive published sources as well as archival material never before published. The editor of the series is Barbara Miller Solomon, winner of AAC's 1986 Ness Book Award. She explains in her introduction that the volumes' focus is on distinctive elements in the history of women's higher education. "The Garland series documents the many concerns which first the academy and then college-educated and professional women shared about proving themselves worthy of the educational experiments of which they became a part," says Solomon. Several of the volumes focus on the history and status of Black women in higher education.

Each title is available separately from Garland Publishing, 136 Madison Ave., New York, NY 10016. Orders from individuals must be prepaid. □

WOMEN'S HISTORY

Women in American Life is a four-part video documentary featuring more than 550 historical photographs selected from archives throughout the country. Each video examines a par-

ticular period of U.S. history and emphasizes women's daily life experiences, work lives, and involvements with social issues. All four videos include women from a wide variety of geographic, racial, and ethnic populations. The videos are suitable for secondary school, college, and other adult audiences and are available individually or as a set. Production of the videos was financed by a grant from the U.S. Department of Education. The package includes:

- 1861–1880: Civil War, Recovery, and Westward Expansion
- 1880–1920: Immigration, New Work, and New Roles
- 1917–1942: Cultural Image and Economic Reality
- 1942–1955: War Work, Housework, and Growing Discontent
- a thirty-two-page discussion guide including the scripts, questions for discussion, and resources for further information.

For more information on purchase, rental, or preview of the videos, contact the National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402. □

ANALYZING THE PSYCHOLOGY OF WOMEN

Psychology of Women Quarterly publishes current findings in the field of psychology of women. Each issue contains empirical studies, critical reviews, theoretical papers, and book and movie reviews addressing a wide range of issues relating to gender. Among the subjects covered in the quarterly issues are sex-biased attitudes and behavior, personality development, career issues, education, child development, psychodynamics, psychotherapy, family roles, sexual victimization, and women and health psychology.

Psychology of Women Quarterly is published by Cambridge University Press on behalf of Division Thirty-Five of the American Psychological Association. Volume 13 (1989) is available for $80 for institutions or $32 for individuals. Volume 12 (1988) is available for $78 for institutions or $31 for individuals. Each volume consists of four issues. Two special issues of *Psychology of Women Quarterly* are available for $12.95 each: *Hispanic Women and Mental Health: Contemporary Issues in Research and Practice* and *Women's Health: Our Minds, Our Bodies*. For more information, contact Cambridge University Press, 32 East 57th St., New York, NY 10022. □

HATEFUL HUMOR

A new booklet exploring the anti-Semitic and sexist stereotypes that are expressed as jokes about "Jewish American Princesses" has been published by the American Jewish Committee. *JAP Jokes: Hateful Humor*, by Mimi Alperin, discusses the increase in hostility toward Jewish women, especially on college campuses. Single copies of the eleven-page booklet are available for $1 from the American Jewish Committee, Institute of Human Relations, 156 East 56th St., New York, NY 10022-2746. □

ON THE MOVE

Using primary sources, interviews, news reports, and commentary, *On The Move: American Women in the 1970s* traces the rise of the women's movement and documents its impact on American politics, culture, education, media, families, and women's lives. Author Winifred D. Wandersee, associate professor of history at HARTWICK COLLEGE (NY), presents one of the first historical analyses of the changes women brought about in this period. She explains the emergence of the major activist movements and how each effected changes in sexual and family mores, new educational and economic opportunities, and an altered image of women in the media. Some of the women examined in detail are Kate Millet, Betty Friedan, Shirley Chisholm, Gloria Steinem, Jane Fonda, Mary Daly, Betty Ford, Phyllis Schlafly, and Billie Jean King. The role of these leaders is examined in the fight for ratification of the ERA, legalization of abortion, creation of feminist art and literature, and other prominent developments of the 1970's.

Wandersee shows how issues once considered "women's secrets"—wife battering, rape, abortion, child abuse, pornography, incest, sexual relations, and sexual harassment on the job—came to influence political debate and change public policy.

On The Move (288 pp.) is available for $19.95 (cloth) and $9.95 (paper) from Twayne Publishers, G. K. Hall and Co., 70 Lincoln St., Boston, MA 02111. □

THE RETURN OF TITLE IX

With the passage on March 22, 1988, of the Civil Rights Restoration Act over President Reagan's veto, Title IX was reinstated as a powerful tool to fight sex discrimination in all aspects of education. The National Coalition for Women and Girls in Education, which represents more than sixty diverse national organizations committed to expanding equity for girls and women, has published *Title IX: A Practical Guide to Achieving Sex Equity in Education* to inform women and girls of their rights. Sections on admissions, pregnancy and marital status, employment, sports, sexual harassment, student services, vocational education, enforcement, and affirmative action describe the obligations of covered institutions and explain how a victim of discrimination can enforce her or his Title IX rights. The twenty-page report is available for $3 (prepaid) from the National Women's Law Center, 1616 P St., NW, Suite 100, Washington, DC 20036, Attention: *Title IX: A Practical Guide*.

Another recent publication dealing with the reinstatement of Title IX is PSEW's *The Restoration of Title IX: Implications for Higher Education*. The two publications complement each other and would be useful to those on campus interested in equity and legal issues affecting women. For more information on *The Restoration of Title IX*, see the last page of this issue of *On Campus With Women*. □

ASSOCIATION of AMERICAN COLLEGES

UNDERSTANDING THE RESTORATION OF TITLE IX

The past several years have been turbulent for Title IX of the Education Amendments of 1972, the law that prohibits sex discrimination in federally assisted education programs. In 1984, the U.S. Supreme Court severely restricted Title IX's jurisdiction. In March 1988, however, Congress enacted the Civil Rights Restoration Act of 1987 to restore Title IX coverage so that once again it applies to the entire institution.

The Restoration of Title IX: Implications for Higher Education summarizes Title IX and discusses who is covered, who is exempt, what constitutes discrimination, and how students and employees are to be treated in such areas as admissions, housing, counseling, financial aid, abortion, athletics, compensation, benefits, and marital or parental status. The report also includes a partial list of actions institutions must take and an analysis of single-sex organizations and programs. Institutions may find the section on Title IX and Athletics particularly helpful.

The Restoration of Title IX is available for $5 from AAC/PSEW, 1818 R St., NW, Washington, DC, 20009. Bulk rates are available: 15–99 copies are $3.50 each; 100 or more copies are $2.50 each. All orders must be prepaid.

Executive Director
Bernice Resnick Sandler

Program Associate
Mary De Mouy

Program Associate
Julie Kuhn Ehrhart

Administrative Associate
Karen Seebohm

Intern
Paula J. Mellom

The Project on the Status and Education of Women of the Association of American Colleges, the oldest national program for women's equity, promotes greater opportunities for women students, faculty, and administrators. Since 1971, it has served as an information clearinghouse and liaison among academic women, higher education institutions, federal and state policymakers, and women's organizations.

Publication of materials herein does not necessarily constitute endorsement by AAC or any of PSEW's sponsoring organizations. Prices and availability of resources are current at time of publication. *On Campus With Women* (ISSN: 0734-0141) may be reproduced, in whole or in part, without permission, provided credit is given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009 (202/387-1300).

The Association of American Colleges, founded in 1915, is the national voice for liberal learning. Its membership includes more than 600 public and private colleges and universities. Through grants, publications, and workshops, AAC strives to enhance liberal education and secure its integration with professional programs and courses of study. Its programs include the Project on the Status and Education of Women.

SUBSCRIPTION FORM

ON CAMPUS WITH WOMEN

Yes! I want to receive the quarterly *On Campus With Women* and important topical papers concerning women in academe. (Note: *On Campus With Women* appears in *Liberal Education* four times each year.)

For Individuals and Women's Programs
☐ $20 for one year (four issues)
☐ $35 for two years (eight issues)

For Institutions
☐ $28 for one year (four issues)
☐ $50 for two years (eight issues)

All Foreign Subscriptions
☐ Please add $7 per subscription for extra postage outside the U.S., its possessions, and Canada.

Name _____

Address _____

_____

City _____ State _____ Zip _____

Prepayment is required; checks should be made payable to **AAC/PSEW**

PLEASE RETURN THIS FORM WITH YOUR CHECK TO:

Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009

PROJECT ON THE STATUS AND EDUCATION OF WOMEN VOL. 19, NO. 2 FALL 1989

ASSOCIATION of AMERICAN COLLEGES

ON CAMPUS WITH WOMEN

CONTENTS

WOMEN'S STUDIES 1
WORKING IN ACADEME 2
MINORITY WOMEN 3
LEGAL ACTIONS 4
CHILD CARE 5
ON THE CAMPUS 5
SEXUAL HARASSMENT 7
CAMPUS CRIME 8
RESOURCES 9

Above: Olive Schreiner (1855–1920), South African novelist, social theorist, pacifist, feminist. Courtesy Helaine Victoria Press, Inc., Bloomington, Indiana.

On Campus With Women is a newsletter containing information prepared by AAC's Project on the Status and Education of Women. Published quarterly, it also appears four times each year in *Liberal Education*.

WOMEN'S STUDIES

BUILDING COLLECTIONS

Libraries of all types are incorporating women's studies materials into their collections, thereby increasing access to and broadening the dissemination of these materials. In order to assure libraries' access to women's studies materials from mainstream sources as well as small, feminist, and radical publishers, Joan Ariel has edited *Building Women's Studies Collections: A Resource Guide*. Ariel is the Women's Studies Librarian for the UNIVERSITY OF CALIFORNIA–Irvine.

Building Women's Studies Collections organizes published material and sources available in women's studies into eighteen categories such as publishers that have women's studies series, periodicals that cover major women's issues, organizations, bookstores, and databases. The guide is also helpful to research institutions, women's centers, policy and service organizations, and individual women's studies scholars.

Building Women's Studies Collections (42 pp.) is published by *Choice* in its Bibliographical Essay Series (No. 8) and is available for $12 from Choice, 100 Riverview Center, Middletown, CT 06457. □

DECEPTIVE DISTINCTIONS

In *Deceptive Distinctions: Sex, Gender, and the Social Order*, Cynthia Fuchs Epstein argues against assumed inherent differences between the sexes and shows, through an extensive survey of the past few decades of gender research, how the contention that women are different beings—whether they are regarded as better than men or weaker—serves to strengthen the social barriers to women's achievement. Epstein, professor of sociology at the Graduate Center of the CITY UNIVERSITY OF NEW YORK and resident scholar at the Russell Sage Foundation, draws on scholarship not only in sociology but also in anthropology, history, philosophy, sociobiology, and psychology. She explores various perspectives regarding women's and men's cognitive and emotional capacities, and she reviews hundreds of studies of women as they function in the workplace, in the family, and in political life.

Deceptive Distinctions (304 pp.) is available for $25 (hardcover) from Yale University Press, 92A Yale Station, New Haven, CT 06520. □

U. OF MARYLAND UPDATE

As part of the UNIVERSITY OF MARYLAND's commitment to carrying out the recommendations of the Chancellor's Committee on Undergraduate Women's Education (see "U. Maryland's Focus on Women's Issues," *OCWW*, Spring 1989, also in the March/April 1989 issue of *Liberal Education*), it will provide $120,000 a year for three years for faculty stipends that will enable interested professors to incorporate scholarship on women into their courses. The university has also agreed to fund one new tenured position in the women's studies program dedicated entirely to curriculum transformation. Although other schools have curriculum transformation projects, the University of Maryland may be the first to commit its

Also published in *Liberal Education*, Vol. 75, No. 4, September/October 1989

ASSOCIATION of AMERICAN COLLEGES

own money to such a project.

For more information on these activities, contact Betty Schmitz, Assistant to the President, Rm. 2122, Lee Bldg., University of Maryland, College Park, MD 20742. □

ASA RESOURCE CLEARINGHOUSE

As a service for faculty members, teacher educators, and other scholars, the American Sociological Association's Teaching Resources Center maintains a clearinghouse of teaching materials, several of which address sex and gender issues. Among these resources:

- *The Inclusive Curriculum: Race, Class, and Gender*, edited by Patricia Hill Collins and Margaret Andersen, is a collection of curricular materials for social science courses ($13).
- *Sex and Gender in the Social Sciences: Reassessing the Introductory Course*, by Judith Gappa, Janice Pearce, Barrie Thorne, and Mercilee Jenkins, shows how to integrate feminist scholarship into introductory courses and provides guidelines for student-faculty communications ($10.50).
- *The Sociology of Sex and Gender: Syllabi and Teaching Materials*, edited by Barrie Thorne, Mary McCormack, Virginia Powell, and Delores Wunder, contains sample syllabi for courses in sex and gender, a reading list, action projects, and a film guide ($15).
- The journal *Teaching Sociology* has a special issue on "Teaching Sex and Gender" ($5).

Other education and professional associations wishing to establish similar services or anyone wanting to order any of these publications can contact the ASA Teaching Resources Center, 1722 N St., NW, Washington, DC 20036. □

GLCA PUBLISHES GUIDE

The third edition of the GLCA *Women's Studies Resource Handbook* has recently been published by the Great Lakes Colleges Association. The handbook is a compilation of resources about women's studies available on GLCA-member campuses. The handbook includes program, curriculum, and organizational descriptions; disciplinary courses that integrate scholarship about women; faculty members; staff and community resource people; publications by faculty members; library resources; women's organizations and services; affirmative action policies and officers, sexual harassment policies and procedures; parental and maternity leave policies; and child-care programs. The handbook could be a model for other consortia or individual campuses. Copies of the handbook are available for reference use on each GLCA campus; additional copies are available for $10 prepaid from GLCA, 2929 Plymouth Rd., Suite 207, Ann Arbor, MI 48105. □

NWSA ESTABLISHES ARCHIVES

The National Women's Studies Archive has been created at the McKeldin Library of the UNIVERSITY OF MARYLAND–College Park. The National Women's Studies Association, also based at the University of Maryland, has contacted more than five hundred women's studies programs to obtain information about the curricular and administrative growth of women's studies since 1969. Its goal is to ensure that every women's studies program is represented in the collection. To that end they are soliciting documents such as histories, newsletters, brochures, course descriptions, faculty criteria for teaching, grant information (including internal funding sources), gender balancing/integrating projects, and more. Send program documents to the National Women's Studies Association, University of Maryland, College Park, 20742-1325.

In other news from NWSA, listings in its *Women's Studies Directory* have climbed from 503 in the 1987 edition to 521 in the 1989 edition. According to NWSA figures, there are 408 programs that offer the equivalent of a women's studies minor either in the form of certificates, concentrations, A.A. degrees, or minors. There are 237 programs that offer a women's studies major, 55 of which appear to be self-contained majors rather than individualized or interdisciplinary majors. NWSA lists 121 women's studies programs at the graduate level: 51 offer master's degrees, 6 of which are exclusively in women's studies; 55 offer graduate minors or certificates; and 15 offer individualized doctoral-level programs in which students can opt to focus on women's studies. □

WORKING IN ACADEME

"GROWING YOUR OWN" WOMEN FACULTY MEMBERS

The CALIFORNIA STATE UNIVERSITY system has established a program to encourage women and members of minority groups to obtain their doctorates and increase the number of women and minority faculty members on its campuses. The program provides up to $30,000 for doctoral study, which is then "forgiven" if the recipient works within the state system for at least five years. The program, entering its second year, supported sixty doctoral candidates its first year and supported forty more in 1988–89. The forty additional candidates were chosen from 153 applicants; 22 are women and 18 are men. For more information on the forgivable loan program, contact the Public Affairs Office, California State University–Los Angeles, 5151 State University Dr., Los Angeles, CA 90032. □

FEMINIST LEGAL SCHOLAR GRANTED TENURE

The UNIVERSITY OF MICHIGAN Law School has granted tenure to feminist legal scholar Catherine MacKinnon, whose theory of sexual harassment in the workplace was written into law in 1986 by the U.S. Supreme Court. Her appointment is seen by many as a turning point for feminist legal theory, which is often viewed as "extremist."

ASSOCIATION of AMERICAN COLLEGES

Joseph Weiler, head of the appointments committee, stated that MacKinnon was offered the position because the law school wants to incorporate a feminist perspective. "It's a perspective important for every legal subject taught at the law school," he said.

Although there are already faculty members on the campus who adopt feminist perspectives in their teaching, MacKinnon is the only one who focuses on feminist jurisprudence. □

SEARCHING FOR MINORITY FACULTY MEMBERS

In order to hire minority faculty members, academic departments must not only identify prospective candidates but also should build a continuing relationship with them prior to their availability for employment. With this goal in mind, IOWA STATE UNIVERSITY, in cooperation with nineteen other higher education institutions, has compiled a list of minority graduate students enrolled in advanced-degree programs. *Prospective Minority Faculty: A Directory* lists by discipline the name, address, telephone number, major, minor, and projected date of graduation of approximately five hundred minority students as well as the name, address, and telephone number of the student's advisor. The same strategy might also be used to identify prospective women candidates. The directory is $10 from the Affirmative Action Office, 214 Beardshear, Iowa State University, Ames, IA 50011. □

STUDY ON THE STATUS OF WOMEN AT BERKELEY

The Coordinating Committee on the Status of Women at the UNIVERSITY OF CALIFORNIA–Berkeley has completed a two-year study on the status of women at the university. The March 1989 study revealed that 15 percent of permanent faculty members are women but 35 percent of non-tenure track academicians are women. The study found that minority women represent less than 2 percent of permanent faculty and that nearly 50 percent of temporary lecturers are women, 20 percent of whom are minority women.

The committee found that minority women's progress has not kept pace with the progress that white women and minority men have made on the Berkeley campus. Among permanent faculty members, 90 percent of all white males and 80 percent of all minority males are tenured, compared to 67 percent of all white women and 56 percent of all minority women. The study called for more data to examine further issues such as pay equity and the intersection of sexism and racism. Data about non-Senate academicians and nonacademic staff is also needed. The committee also called for administration support to evaluate basic programs on rape and sexual assault prevention, sexual harassment education, and affirmative action planning.

The report is available through the Office of the Faculty Assistant on the Status of Women, University of California–Berkeley, 200 California Hall, Berkeley, CA 94720. □

RETAINING FACULTY MEMBERS: A CASE STUDY

The UNIVERSITY OF WISCONSIN–Madison has published a study of faculty retention rates and gender-based differences in the rate at which faculty members leave the university. The study used data about faculty members who began probationary appointments at UW–Madison between July 1977 and June 1980. Seventy-four percent of the 215 respondents were men, 26 percent were women. Sixty-eight percent of the respondents had received tenure at UW–Madison; 12 percent of the tenure group had resigned before the study was conducted. Overall, 47 percent of the women and 38 percent of the men left for a variety of reasons. Women were twice as likely as men to exit voluntarily and were more likely to be denied tenure. The majority of those who left went to other universities, although women were more likely than men to move to employment in private industry. If granted tenure, women were less likely than men to leave UW–Madison.

Because factors external to the university may be important in explaining why some people leave faculty appointments, the study, conducted by Laurie Reed of the School of Family Resources and Consumer Science with Robin Douthitt, Bonnie Ortiz, and Diane Rausch, also explored family and community environments. Faculty men are more likely than women to be married and their spouses are more likely to be part-time labor force participants; faculty women are more likely to be primarily responsible for household responsibilities. Married female faculty members scored significantly higher than married male faculty members on an index of household responsibility. Men are more likely to have children who were born before or during their probationary years, but a majority of those men with children under ten reported no concern with the quality or availability of child care. Women are less likely to have children. Women who do have children tend to have older children when they begin tenure-track positions, and are the primary caretakers of children in the household.

The 46-page study, *Gender Differences in Faculty Retention at the University of Wisconsin–Madison*, is available free from Bonnie Ortiz, Office for Affirmative Action, 175 Bascom Hall, 500 Lincoln Dr., UW–Madison, Madison, WI 53706. □

MINORITY WOMEN

WELFARE RECIPIENTS AGAINST THE ODDS

"Black Women on AFDC and the Struggle for Higher Education," an article in *Frontiers*, focuses on the lives of five women who have struggled to pursue higher education while receiving Aid to Families with Dependent Children (AFDC) benefits. The women are among a group of fifty-seven respondents to a 1987 survey of gradu-

ates of two community colleges in the Detroit area (HIGHLAND PARK COMMUNITY COLLEGE and WAYNE COUNTY COMMUNITY COLLEGE). The survey group consisted of high school dropouts who reentered the educational system by obtaining GED certificates. Twenty-five (44 percent) were heads of single-parent families, twenty-one of whom were Black. The author of the article, George Junne, interviewed five of these women. He notes, "Given the astonishingly low AFDC support payments combined with the tendency within the welfare system to cap educational advancement, not to mention the difficulties faced by any reentry student who is a mother (e.g., demands for new skills, child-care needs), it is surprising that any AFDC mothers complete or even begin a higher education program. The few Black women I interviewed faced these odds and eventually succeeded but not without calling up enormous personal resolve, intelligence, and endurance." The article is contained in Vol. 10, No. 2, 1988 of *Frontiers*. Single issues are available for $8 from Frontiers, Women's Studies, Box 246, University of Colorado at Boulder, Boulder, CO 80309. □

EXPANDING THE CURRICULUM

"Integrating Minority Women into the Liberal Arts Curriculum," a two-year project, has been funded to integrate scholarship on minority women into courses at the UNIVERSITY OF ARIZONA and six other colleges and universities in Colorado and Arizona. With a grant from the Ford Foundation, the Southwest Institute for Research on Women (SIROW) and the Mexican American Studies and Research Center at the University of Arizona will work to strengthen ties between women's studies and minority studies programs and scholars. The project is designed to reach approximately seventy faculty members in a series of colloquia and workshops which will lead to the revision of high-enrollment liberal arts courses. Other activities within the project include a regular column in SIROW's newsletter listing recent publications on women of color.

The project will focus mainly on Mexican-American and American Indian women because of their importance to life in the Southwest. The experiences of Black women, particularly in urban settings, also will be incorporated. For more information, contact SIROW, University of Arizona, Tucson, AZ 85721. □

WOMEN OF COLOR AND SOUTHERN WOMEN

Women of Color and Southern Women: A Bibliography of Social Science Research 1975–1988, is now available from the Center for Research on Women at MEMPHIS STATE UNIVERSITY (TN). The bibliography contains more than twenty-five hundred citations in history, anthropology, criminal justice, economics, education, health, political science, psychology, and sociology. Edited by Andrea Timberlake, Lynn Weber Cannon, Rebecca F. Guy, and Elizabeth Higginbotham, the bibliography is designed to help students, scholars, policy-makers, and libraries seeking resources on diverse groups of women such as Southern women, African American women, Asian American women, Latinas, and Native American women. The citations are listed by six topic areas: culture, education, employment, family, health, and political activism/social movements. The 272-page book contains a detailed introduction, an author index, and a subject index. Copies are available for $15 plus $2 handling from the Center for Research on Women, College of Arts and Sciences, Memphis State University, Memphis, TN 38152. Make checks payable to Memphis State University. □

EMPOWERING BLACK WOMEN

She Who Learns, Teaches, a lecture given by Johnnetta Cole, was the fourth annual Bella Abzug Lecture in Women's Studies at the CITY UNIVERSITY OF NEW YORK- HUNTER COLLEGE. In her speech, Cole, the first Black woman president of SPELMAN COLLEGE (GA), discussed the meaning of education and leadership to young Black women and the importance of the acceptance of cultural diversity. "The empowerment of Black women requires the kind of education where the goal is more than the advancement of an individual. It must be an education that moves toward changing the conditions of our communities, indeed, our people," she said.

She Who Learns, Teaches has been published by Hunter in its series of occasional papers and is available free from the Office of Publications, CUNY–Hunter College, 695 Park Avenue, New York, NY 10021. □

LEGAL ACTIONS

SEX STEREOTYPING UNACCEPTABLE IN EMPLOYMENT DECISIONS

In *Price Waterhouse v. Hopkins* (No. 87-1167), the U.S. Supreme Court found that the employer's decision to put Ann Hopkins' promotion on "hold," based in part on negative comments from partners, required Price Waterhouse to prove by a preponderance of the evidence that its decision would have been the same even without these comments. One partner described Hopkins as "macho"; another suggested she "overcompensated for being a woman"; a third advised she take "a course at charm school." One of her supporters said she had matured from a "somewhat masculine hard-nosed manager to an authoritative, formidable, but much more appealing, lady partner candidate." The partner responsible for explaining the negative decision to Hopkins advised her to walk more femininely, talk more femininely, dress more femininely, wear make-up, have her hair styled, and wear jewelry. According to lawyers for the prosecution, these comments indicated that Hopkins' aggressiveness counted more heavily against her because she was a woman.

The Supreme Court agreed to hear the case to resolve the question of the

proper burdens of proof on employer and employee in a Title VII suit when the evidence shows that an employment decision resulted from a mixture of legitimate and "impermissible" reasons. The court was unable to establish a majority view on this question. However, a plurality concluded that Title VII requires only that an employee prove that sex bias was a "motivating factor" in the decision. If the employee does so, the employer can escape liability only by proving that its decision would have been the same without the discriminatory motive. The court remanded the case so that Price Waterhouse could try to meet these conditions. □

NEW CIVIL RIGHTS LAW APPLIES TO PENDING CASES

In January 1989 the U.S. Court of Appeals for the Second Circuit affirmed the judgment of a lower court that the Civil Rights Restoration Act (CRRA), passed in March 1988, applies to cases pending at the time of enactment. An *amici curiae* brief filed by the National Women's Law Center on behalf of civil rights, advocacy, labor, religious, and educational organizations argued that it was the clear intent of Congress that the CRRA apply to such cases and noted that this decision will profoundly affect victims of discrimination on the basis of race, national origin, sex, age, and disability who had the "misfortune to have claims arising from such discrimination pending in the period after *Grove City College v. Bell* and before the passage of the Restoration Act." □

UNIVERSITY OF RHODE ISLAND FOUND TO DISCRIMINATE

In a routine investigation of the UNIVERSITY OF RHODE ISLAND's affirmative action policies, the U.S. Department of Labor found that the school had discriminated against eight female employees. The study concluded that the university had unfairly failed to promote two female faculty members. (They have since been promoted.) Failings in the areas of maternity leaves, pay equity, and job assignments were also cited in the cases of six other faculty members and administrators. Pay adjustments totaling $6,365 have since been awarded to five of the women. In addition, the university was instructed to clarify its maternity leave policies and its faculty evaluation policies. □

CHILD CARE

JUST THE FACTS

Women, Work, and Child Care is a fact sheet that provides up-to-date information and statistics on the need for child care, the impact on families, child-care providers, and the national outlook. The four-page fact sheet, published by the National Commission of Working Women, an office of Wider Opportunities for Women, includes some of the following statistics:

- One in every four mothers in the work force is the major income-earner in her family. More than 5.3 million single mothers are working.
- In 1988, only 4,150 out of approximately six million companies in the U.S. provided child-care assistance to their employees.
- Between 1977 and 1986, direct federal outlays for child care programs, which benefited mainly poor and low-income families, declined nearly 25 percent.
- About 60 percent of all working women have no paid parental leave.
- There are approximately three million people employed as child care providers in the U.S.; more than 96 percent are women.
- Child-care workers rank in the lowest 10 percent of U.S. wage earners; they earn less than animal caretakers, parking lot attendants, and garbage collectors.

The fact sheet also includes information on major federal programs that provide support for child care, examples of employer-sponsored benefits, and a parent's guide to quality child care. *Women, Work, and Child Care* is available for $1 per copy from NCWW, Wider Opportunities for Women, 1325 G St., NW, Lower Level, Washington, DC 20005. □

CREATIVE FINANCING FOR CHILD-CARE FACILITY

Under an innovative plan to provide on-campus child care for students, faculty members, and staff members, DAYTONA BEACH COMMUNITY COLLEGE (FL) has contracted with a private provider to offer child-care services. DBCC provided the land and Kinder-Care Learning Centers constructed and equipped the new building, hired the staff, and now manages the business. Currently, the facility is totally owned and operated by Kinder-Care; when the land lease expires in twenty-five years, the building will belong to the college.

In order to develop this partnership, the college had to convince state lawmakers that the project had an educational connection, a link required under state laws governing contracts between public institutions and private businesses. According to Patricia Thigpen, assistant to the president of DBCC, this effort laid the groundwork for a bill, which, if passed, would allow all Florida community colleges to provide a child-care program like DBCC's.

Beginning in the fall of 1989, the new center also will serve as the primary training site for the college's child development program. Eventually, DBCC plans to develop a child-care management training program. For information, contact Patricia Thigpen, Assistant to the President, Daytona Beach Community College District, 1200 Volusia Ave., Daytona Beach, FL 32014. □

ON THE CAMPUS

STUDENT HEALTH INSURANCE POLICIES VIOLATE TITLE IX

Student health insurance coverage has become a major issue on campus, according to a recent article in the

ASSOCIATION of AMERICAN COLLEGES

Chronicle of Higher Education, "Coverage of Pregnancy in Health Insurance for Students Is an Issue That Colleges Should Confront Immediately." The authors of the opinion piece, Margaret Dunkle and Margaret Nash of the Equality Center (a nonprofit research and advocacy group), cite studies showing many student health insurance policies violate Title IX, which prohibits sex discrimination in institutions receiving federal funds. One 1988 study, which examined health issues for adolescents, found that 46 percent of student health insurance plans excluded pregnancy altogether or charged additional premiums for maternity coverage. Other studies showed that some policies provide less coverage for pregnancy than for other medical conditions, exclude coverage for complications of pregnancy, or limit pregnancy coverage for the spouses of students. Title IX mandates that pregnancy be treated the same as any other medical condition.

Between 5 and 10 percent of female college students (325,000 to 650,000 women) become pregnant each year. Limited or absent coverage for pregnancy can have serious financial and educational consequences for these students, who are more likely than their male peers to be self-supporting, to come from a low-income family, and to support dependents.

Despite fears that pregnancy coverage would increase the cost of insurance, research has shown that there is actually little relationship between the cost of insurance and the benefits provided for pregnancy. Dunkle and Nash suggest that universities could avoid cost increases through improved management of the school's insurance plan. This can involve getting competitive bids from several companies or innovative approaches such as forming a consortium with other colleges or linking campus health services to health-maintenance plans. □

WOMEN MAKE THE DIFFERENCE

A study of women over a five-year period at PRINCETON UNIVERSITY (NJ) Graduate School found that graduate school is more difficult for women in departments with few (or no) women professors. The study, conducted by David Redman, associate dean of academic affairs, found that the number of women students in a department also affected the number of women completing their degrees. Women in the study who were in departments with few women professors and students completed their doctoral degrees at a rate of 6 to 15 percent lower than that of men. In departments with roughly the same number of male and female students and more female professors, the percentage of women who receive their degrees is equal to or higher than that of men.

For additional information about the study, contact David Redman, Associate Dean of Academic Affairs, Princeton University, 201 Nassau Hall, Princeton, NJ 08544. □

SEXISM ON LAND AND AT SEA

Sex discrimination is present at the CALIFORNIA MARITIME ACADEMY, according to female students at the first college in the U.S. to admit women for training as ship's officers for the merchant marine.

Despite attempts by school administrators to end harassment of female students in the classroom and on the school's training ship, many women feel that there is a tacit acceptance of discriminatory behavior. The women cite incidents of harassment by a student-organized "He-Man Midshipmen Women Haters Club," bias in the athletics department, posters calling women students "bitches and lesbians," and an absence of full-time women faculty members.

Following administration charges of a "breakdown in discipline, which might have allowed the creation of a permissive attitude" at the academy, President Rear Admiral John Ekelund ordered faculty members and students to attend seminars on sexual harassment and discrimination. Female students, however, feel that attempts to end harassment have created a backlash from both male students and faculty members. According to a recent female graduate, "The attitude is that women don't really belong here—they don't belong in the business." □

NAVAL ACADEMY'S SATIRE MAGAZINE SUNK

All five thousand copies of the April 1989 edition of the Naval Academy's student magazine, *The Log*, were ordered destroyed by the superintendent, Rear Admiral Virgil L. Hill. The publication, called *Playmid* (a parody of *Playboy*), was found inappropriate by the rear admiral. Women and Blacks have previously complained about photographs, cartoons, and satires printed in the magazine.

Playmid showed a drawing of a woman in a camouflage bikini on the cover. The centerfold was a photograph of a female student wearing a conservative one piece bathing suit. A regular appearance in the magazine is the section dubbed "Campus Cuties," which contains photographs of boyfriends and girlfriends of academy students. A recent edition of the "Campus Cuties" section pictured a woman leaning over a bed with the caption "Open Invitation" under the photo. Pictures of men are also included in the section.

Much of the magazine is funded by subscription fees but the academy also contributes funds to its operation. □

U. OF WISCONSIN SAYS NO TO RACISM AND SEXISM

In April 1988 the UNIVERSITY OF WISCONSIN Board of Regents approved punitive rules for enforcing a ban against racist and sexist remarks. The new code, approved by an eight to seven vote, authorizes disciplinary action against students and campus organizations whose actions or remarks show bias against someone's race, sex, religion, sexual preference, or handicap, and provides sanctions ranging from a reprimand to expulsion. The controversial rules forbid students from making racist or discriminatory remarks that would "create an intimidating, hostile, or

demeaning environment."

Some of the regents voting against the rules were motivated by concern for the First Amendment's guarantee of free speech. According to the Wisconsin chapter of the ACLU, the university will run the risk of violating constitutional free speech if it tries to enforce the code.

The code was reviewed by the school legislature's joint committee on administrative rules and is in effect as of September 1, 1989. □

COLBY-SAWYER TO ADMIT MEN

COLBY-SAWYER COLLEGE (NH), an all-women's institution, will admit male students in fall 1990. The school's trustees voted twenty-two to one to allow men to enroll in the 1990 first-year class, despite student protests and demonstrations. School officials hope that the college's student population will be nearly 10 percent male in its first year as a coeducational institution. □

EATING DISORDERS

Although only 1 to 3 percent of college women suffer from bulimia nervosa, nearly 10 percent have other severe eating problems that may place them at risk for the disorder, according to a new report from the UNIVERSITY OF MICHIGAN.

The study, presented at a meeting of the American Psychiatric Association (APA) in May 1989, was based on a survey of more than 930 first-year college women with a follow-up survey conducted six months later. The surveys showed that dieting in college is now the norm. In the fall, just 13.7 percent of the women surveyed described themselves as "non-dieters." The majority (40.3 percent) were casual dieters; 29.8 percent were classified as intense dieters who skipped meals frequently and were "always on a diet." Ten percent of the women fell into the "dieters-at-risk" category. They periodically purged by vomiting or using laxatives and took appetite suppressants or diuretics. Another 3.1 percent were bulimic: dieters who binge twice a week on the average for at least three months and use fasting, purging, or vomiting on a regular basis. According to the study, their behavior is pathological and compulsive.

Six months later, there were shifts in the percentages, but most were between adjoining categories with new cases of bulimia coming from the dieters-at-risk and the intense dieters. None of the casual dieters was bulimic. Conversely, former bulimics moved only as far as the "at-risk" or "intensive dieter" categories—a confirmation of clinical reports that find that former bulimic patients still diet strenuously and remain at risk for the disorder. Of the total number of women surveyed in the spring, 16.8 percent were nondieters, 42.3 percent were casual dieters, 23.4 percent were intense dieters, 9.2 percent were dieters-at-risk, and bulimics comprised 3.5 percent of the sample.

For additional information, contact Adam Drewnowski, Director, Human Nutrition Program, University of Michigan School of Public Health, Ann Arbor, MI 48109-2029. □

STANDARDS SET FOR FRATS

In November 1988 following several racially motivated and alcohol-related incidents involving fraternities, the UNIVERSITY OF WISCONSIN–Madison began a comprehensive review of the goals and activities of campus Greek organizations. The Commission on the Future of Fraternities and Sororities examined codes of conduct, "rushing" practices, the role of alcohol and other drugs in misconduct by fraternities and sororities, and the relationship of Greek organizations to the educational values of the university.

In spring 1989, Chancellor Donna E. Shalala adopted all of the committee's recommendations, which included tighter controls on alcohol at Greek parties and during rush periods and more outside supervision of fraternities and sororities, including live-in counselors and adult advisors.

Under the new plan, fraternities and sororities will be required to belong to one of three umbrella groups—Interfraternity Council, Panhellenic Association, or Black Panhellenic Association—which will play active roles in meeting the standards set by the university. There also will be a permanent committee to oversee relationships among the university, Greek organizations, and the umbrella groups. □

CONTROVERSIAL RUGBY POSTER AT U. OF RICHMOND

Posters were hung in the UNIVERSITY OF RICHMOND (VA) Commons by a male second-year student to publicize an upcoming rugby game. Pictured on the poster were two women hanging from ropes, one half nude and the other completely nude. The poster read: "Taken from the meat freezer, frigid and stiff/My wives wear that Spring thaw scent—it's the latest," and "How can something so good be so wrong?"

As a result of a petition signed by several faculty members, the school investigated and found that the student had acted alone. The team chose to take disciplinary action on its own rather than have the administration take action against the entire team. The student was suspended from the team for the remainder of the season.

Numerous other petitions complaining about the poster were received by Dean Richard Mateer. Mateer said no policy existed about what was acceptable to put on flyers except for specific phrases spelled out in the alcohol policy. He said he believed there was no need for suspension of the student. □

SEXUAL HARASSMENT

SURVEY OF SENIOR WOMEN AT BERKELEY

As an intern at the Women's Resource Center at UNIVERSITY OF CALIFORNIA–Berkeley, Susan Neander coordinated more than one hundred

workshops on sexual harassment. The numerous stories she heard from women at these workshops prompted her to conduct a survey of undergraduate senior women at Berkeley.

The survey was sent to 730 women on campus. They were asked about experiences which constitute sexual harassment: if they had had any such experiences, whether they defined them as sexual harassment, and what they had done about them. Other questions concerned students' knowledge of the university's sexual harassment policy, the campus climate for women, and students' interest in more information on such topics.

The survey found that 34 percent of senior women who completed the survey had experienced some form of sexual harassment by an authority figure while at Berkeley. Forty-nine percent of the authority figures were professors. Seventy-one percent of the victims told someone; they typically told a friend, rarely told a professor, but never told an advisor, department chair, or sexual harassment advisor. Seventy-eight percent of the victims did not inform the harasser that the behavior was inappropriate. Yet, in 69 percent of the cases where the harasser was confronted, the behavior stopped. The majority of the women who were harassed felt uncomfortable going to class and stopped going to office hours. Some women dropped a class or changed majors as a result of the harassment. Half of the respondents did not know or were not sure the university had a sexual harassment policy. Eighty-five percent of respondents, a significant number, felt that more information about sexual harassment was needed. For more information about the survey, contact the Women's Resource Center, Rm. 100, Bldg. T-9, University of California, Berkeley, CA 94720. □

WOMEN CHANGE STUDY PLANS OUT OF FEAR

At the UNIVERSITY OF MANITOBA (Canada), a campuswide survey of women graduate students found that one-sixth of the women change their course of study or research plans out of fear of sexual harassment. Many choose not to have a particular advisor because of his reputation of harassment.

The incidence of sexual harassment among the twelve hundred students and employees surveyed was 19 percent. The survey also found that only 21 percent of sexual harassment victims reported the incidents. The University of Manitoba is one of the few Canadian universities with a full-time "sexual harassment officer." □

SYMPOSIUM PUBLISHED

"Few men will verbalize their belief that women are subordinate, but many still operate on that basis. We as a society continue to think of women primarily in their sex roles as wife, mother, and daughter, rather than as colleagues and fellow professionals." So says the cover of the spring 1989 issue of *Thought & Action*, the National Education Association's (NEA) higher education journal. Included in that issue is a symposium on sexual harassment with an article by Doric Little and John A. Thompson on case law and institutional policies that deal with the sensitive area of faculty-student relationships. An article by Anne Truax describes patterns of victimization and harassment. Also included are discussions about feminist views, academic power, and who is responsible for sexual harassment.

The spring 1989 issue of *Thought & Action* is available free from Harold Wechsler, Editor, Higher Education Publications Communications, NEA, 1201 16th St., NW, Washington, DC 20036. □

CAMPUS CRIME

VIOLENCE TO BE PUBLICIZED

A new law requires all higher education institutions in Pennsylvania, both public and private, to publish their data on campus crimes. The information must be made available to all faculty members, staff members, students, and prospective students at the university or college.

The College and University Security Information Act was brought into law by Constance and Howard Clery. Their battle for the new law was a result of the rape and murder of their nineteen-year-old daughter by another student in her university dorm room. So-called "Clery laws" are being considered in many other states including Florida, New York, New Jersey, and Tennessee. □

TAKING A BITE OUT OF CAMPUS CRIME

Recent FBI figures have shown that as many as 7 murders, 227 forcible assaults, 461 robberies and 1,162 aggravated assaults occurred in one academic year on American college campuses. To aid in the reduction of campus crime, the National Crime Prevention Council (NCPC) has developed a crime prevention kit for college campuses. The kit is directed not only at administrators and faculty members but at students as well. Funded by MasterCard, the kit, entitled "Together for a Safe Campus," was distributed to more than two thousand colleges and universities in 1989.

The kit addresses the issues of date rape, drug and alcohol abuse, theft, street crime, and violent acts. Strategies and advice are offered on how to stop these crimes. For more information about "Together for a Safe Campus" or to order a kit ($50 each), contact College Kit, NCPC, 733 15th St., NW, Washington, DC 20005. □

STUDY ON SEXUAL AGGRESSION

A survey of 430 students at three small, rural colleges in Maryland shows that significant numbers of women are victimized by unwanted sexual activity because they lack information or are subjected to psychological pressures, threat of, or use of force.

Researchers Michael D. Gray, Diane Lesser, Howard Rebach, Brenda Hooks, and Christine Bounds found

ASSOCIATION of AMERICAN COLLEGES

that 30 percent of the respondents reported being subjected to physical force by males to engage in kissing and petting. Fifteen percent reported that males had threatened to use physical force to try to obtain sexual intercourse, although intercourse did not occur. Six percent reported that intercourse occurred as a result of threats of physical force, and another 10 percent reported intercourse as a result of actual physical force.

The study also confirmed the findings of previous studies that alcohol often plays a role in the occurrence of forced sexual activity. The researchers found both a female's vulnerability to sexual assault and a male's propensity for sexual aggression are increased by the use of alcohol and other drugs. More than 55 percent of male assault perpetrators had used alcohol prior to the assault; an additional 26 percent had used other drugs. Of the female victims, 56 percent had used alcohol and 22 percent had used other drugs.

Results of the 1986 study, "Sexual Aggression and Victimization: A Local Perspective," appear in *Response*, the journal of the Center for Women Policy Studies, Vol. 11, No. 3, 1988. □

DATING AND VIOLENCE

Many college students have experienced violence and/or acquaintance rape in their dating relationships, according to an article in the *Journal of College Student Development*. Researchers Marta Aizenman and Georgette Kelley of RUTGERS–THE STATE UNIVERSITY OF NEW JERSEY surveyed eight hundred undergraduate students at Rutgers to ascertain the degree to which violence plays a role in romantic relationships, students' attitudes and beliefs about violence and rape, and causes of the violent episodes. Their disturbing findings are published in "The Incidence of Violence and Acquaintance Rape in Dating Relationships Among College Men and Women," *Journal of College Student Development*, Vol. 29, No. 4, July 1988.

Of the 344 students who responded to the questionnaire, 25 percent of the women and 7 percent of the men had experienced abuse in a relationship. Most of the cases of violent abuse occurred in steady, ongoing relationships, and nearly half of the total sample reported that the relationship continued after the abuse occurred.

The incidence of violence reported in the survey was similar to that reported in other studies undertaken over a twenty-year period, confirming that approximately one-fourth of female students have experienced violence in a relationship and that the violence is too often accepted by those who experience it. □

PROGRAM ON DATE RAPE BROADCAST IN NORTH AMERICA

Nearly two hundred colleges and universities across the U.S. and Canada aired a three-hour video conference on date rape on February 2, 1989. The origin of the broadcast was the UNIVERSITY OF GEORGIA–Athens. Featured guests included Barry Burkhart, a professor of psychology at AUBURN UNIVERSITY (GA) who has researched sexual aggression, and Claire Walsh, director of a sexual assault assistance program at the UNIVERSITY OF FLORIDA–Gainesville.

Each local site showed the video conference live and participants were able to call the panelists with questions. Local presenters at each campus supplemented the broadcast and led discussions. Organizers estimate that ten thousand people participated around the country. For more information, contact David Fisher, Program Development Department, The Georgia Center for Continuing Education, University of Georgia, Athens, GA 30602. □

DARTMOUTH SURVEY ON DATE RAPE

A recent DARTMOUTH COLLEGE (NH) survey on date/acquaintance rape found that many women tell no one or only a roommate or close friend when they have experienced unwanted sexual contact. Fifty-seven percent of the women in the survey reported telling a close friend; 32 percent told no one. Parents and college officials were rarely told about any of the incidents noted in the survey.

Of the 521 Dartmouth students who responded to the survey, 23 percent of the women reported experiencing unwanted attempted sexual intercourse and 8 percent reported unwanted intercourse within the preceding year. An overwhelming majority of the men and women who reported unwanted incidents of sexual contact or intercourse said the incidents occurred with Dartmouth students they knew. Few men reported being involved in any such incidents: fewer than 4 percent said they had had sexual intercourse with a woman against her will. Of the nine males who said they had had sexual intercourse with a woman against her will, seven of them said that the woman had "said no" before the intercourse.

Dartmouth has a number of programs that address the problem of date and acquaintance rape. The survey will be used to encourage more students to report, or at least discuss, such incidents. The survey will be shared with the first-year class. □

RESOURCES

KNOWLEDGEABLE WOMEN

In *Knowledgeable Women: Structuralism and the Reproduction of Elites*, author Sara Delamont traces the history of women's education and the elites it produces. She examines class and gender divisions in the structure and content of education in Britain and the U.S. from 1850 to the present day. Delamont argues the case for the relevance to sociology of a serious study of women, their schooling and professional training, and their struggle to enter the professions. She also believes that sociologists should study the powerful as well as the poor and powerless. Delamont uses an anthropological structuralist perspective to focus on the sociology of education and includes material from other areas of sociology such as the study of

ASSOCIATION of AMERICAN COLLEGES

science and stratification.

Knowledgeable Women (326 pp.) is available for $35 (cloth) from Routledge, Chapman and Hall, 29 West 35th St., New York, NY 10001-2291. □

SPEAKING OF GENDER

Speaking of Gender contains fourteen essays on gender and literary criticism. By examining the effects of gender on how women and men read and write, Elaine Showalter, editor of the book, highlights the role gender has played and continues to play in maintaining the social order. The essays address the ways that critics have begun to rethink literary criticism in light of gender and include such topics as comparative male and female responses to war, gender in deconstruction, the debate over "male feminism," Afro-American literary criticism, and more.

Speaking of Gender (335 pp.) is available for $39.50 (cloth) or $13.95 (paper) from Routledge, Chapman and Hall, 29 West 35th St., New York, NY 10001-2291. □

OVERVIEWS OF WOMEN IN HIGHER EDUCATION

Two resources concerning women in higher education have been published recently.

The progress and transition of women in higher education during the last two decades is assessed in *Women in Academe: Progress and Prospects*. Edited by Mariam K. Chamberlain and published by the Russell Sage Foundation, this comprehensive study examines the impact of the women's movement and legislative initiatives on women in the higher education community. *Women in Academe* traces the strong growth and institutionalization of women's studies programs, the gains of women in traditionally male fields, the emergence of campus women's centers and research institutes, and the increasing presence of minority and returning women. Also examined are the uncertain future of women's colleges and the slow movement of women into senior faculty and administrative positions. *Women in Academe: Progress and Prospects* (415 pp.) is available for $29.95 (hardcover) plus $2 postage from CUP Services, P.O. Box 6525, Ithaca, NY 14851.

Educating the Majority: Women Challenge Tradition in Higher Education discusses the diversity of American women students and deals with differences related to race, ethnicity, class, age, disabilities, sexual preference, learning style, and cognitive development. Articles included in the volume, edited by Carol S. Pearson, Donna L. Shavlik, and Judith G. Touchton, explore historical and current programming designed for women, the ways women think and teach, and the process of change in academe. *Educating the Majority* (491 pp.), published by the American Council on Education/MacMillan Series on Higher Education, is available for $24.95 (prepaid) from ACE, Publications Department M, One Dupont Circle, NW, Suite 800, Washington, DC 20036. □

ACHIEVEMENT AND WOMEN'S COLLEGES

In "Women's Colleges and Women Achievers: An Update," authors Joy Kay Rice and Annette Hemmings at the UNIVERSITY OF WISCONSIN-Madison publish their findings from a study of female achievers from both women's colleges and coeducational institutions. Their work, which replicates an earlier study of graduates from women's colleges between 1940 and 1960, shows that graduates from women's colleges were twice as likely to be listed in *Who's Who of American Women* as women graduates of coeducational institutions. However, they found that between 1960 and 1980 there was no significant difference between the number of women achievers from women's colleges and coeducational institutions.

"Women's Colleges and Women Achievers: An Update" appears in the Vol. 13, No. 3, Spring 1988 issue of *Signs*. Single copies of the journal are available for $7.25 (individuals) or $14.50 (institutions) from the University of Chicago Press, P.O. Box 37005, Chicago, IL 60637. □

DEBATING THE ISSUES

In *The Psychology of Women: Ongoing Debates*, editor Mary Roth Walsh confronts the reader with some of the diverse viewpoints that exist in the psychology of women. The anthology consists of fourteen debates, with a brief introduction to each topic presented, and is designed for use with different basic textbooks on women and gender issues. The debate questions include, among others:

- Are women more likely to be mentally ill?
- Does mothering behavior contribute to the devaluation of women?
- Do women speak in a different moral voice?
- Is pornography harmful to women?

Questions are divided into four topic areas: psychoanalytic theory and the psychology of women, femaleness and physiological health, new theories and evidence in the psychology of women, and social issues affecting women.

A study guide is also available for self-study or for use in teaching an academic course. For each debate the study guide offers a brief synopsis of the two opposing views, major points with page references, a list of important terms used by the authors, and questions for use in exams.

The Psychology of Women (484 pp.) is available for $40 (hardcover) or $13.95 (paper) plus $2 shipping and handling from Yale University Press, 92A Yale Station, New Haven, CT 06520. The study guide (57 pp.) is $2.95 plus an additional $.50 shipping when ordered with the book. □

WOMEN IN APA

Major findings of the 1988 edition of *Women in the American Psychological Association* show increased participation in the field by women. In 1987, 53.3 percent of all doctoral degree recipients in psychology were women. Nearly all subfields show an increase

ASSOCIATION of AMERICAN COLLEGES

in doctorates obtained by women; the proportion varies from a high of 69.5 percent in developmental psychology to a low of 33.3 percent in psychometrics. Within the American Psychological Association (APA), however, only two out of twenty-one journal editors were women in 1987. Other statistics include the representation of women on APA boards and committees, the number of women journal reviewers, and women's participation in the accreditation process.

The report was published by APA's Women's Programs Office on behalf of the Committee on Women in Psychology. Other professional associations may find this report useful as a model for similar activities within their own organizations. Single copies are available free from the Women's Program Office, Public Interest Directorate, APA, 1200 17th St., NW, Washington, DC 20036. □

SAT GENDER GAP

The SAT Gender Gap: Identifying the Causes is the first major study by an independent researcher—one not associated with the Educational Testing Service—addressing the issue of bias against women in standardized tests. Phyllis Rosser, the author of the report, first brought the issue of SAT sex bias to widespread public attention in 1985. In this report, Rosser not only confirms her previous findings, but adds analyses of specific questions from the June 1986 and November 1987 tests that penalized women students.

Copies of *The SAT Gender Gap* are available for $15 from Publications, Center for Women Policy Studies, 2000 P St., NW, Suite 508, Washington, DC 20036. □

WOMEN AND MEDIA

A national center for the study of women in the media has been created at the UNIVERSITY OF MISSOURI. Marjorie Paxson, longtime newspaperwoman and retired Gannett publisher, established the collection in 1987 with a large financial donation and her own papers.

The National Women and Media Collection documents the roles women have played and are playing in media fields, how these roles have changed, and how attitudes of and about women have changed. It is the first collection in the U.S. of personal papers devoted exclusively to women and the media. Organizers of the collection are seeking the records of women's communications organizations as well as papers of individual women. Primary source materials being sought include professional and personal correspondence, diaries, speeches, interviews, reports, newsletters, oral histories, financial records, and related materials.

Individuals or organizations interested in donating materials to the collection or wanting to learn more about its contents may contact Nancy Lankford, Associate Director, Western Historical Manuscript Collection, 23 Ellis Library, University of Missouri, Columbia, MO 65201; or Jean Gaddy Wilson, Director, Women in Media Research, School of Journalism, University of Missouri, P.O. Box 838, Columbia, MO 65205. □

INTERNSHIP PROGRAM

The Project on the Status and Education of Women of the Association of American Colleges is currently accepting applications from undergraduate, graduate, and law students for its internship program. Preference will be given to applicants with strong research and writing skills who have completed their junior year and have displayed an interest in institutional policy regarding women in higher education.

PSEW internships are unsalaried positions; however, interns may arrange to receive academic credit from a sponsoring institution. The internship entails research and writing for PSEW publications, meeting with women's organizations, and a limited amount of clerical/support work.

Individuals wishing to apply should send a resume, two brief writing samples, and two letters of reference to Mary DeMouy, Program Associate, PSEW, 1818 R St., NW, Washington, DC 20009.

WHO IS THE AMERICAN WOMAN?

The American Woman 1988–89: A Status Report is the second in a series of annual reports documenting the current status of American women. Prepared by the Women's Research and Education Institute (WREI), the new edition resembles its predecessor in approach and format—concise essays combined with statistical information—but addresses different subjects.

Topics include the education of Black and Hispanic women; farm women; women in fields such as music, nursing, construction, religion, and law enforcement; women and AIDS; pension coverage; marriage; and more.

The American Woman is available in softcover for $11.95 (prepaid) from WREI, 1700 18th St., NW, Suite 400, Washington, DC 20009; or in hardcover for $19.95 from the publisher: W. W. Norton and Company, Inc., 500 Fifth Ave., New York, NY 10110. □

ADDENDUM

A resource booklet, *Guidelines for Nonsexist Communications*, mentioned on page 11 in the spring 1989 issue of *On Campus With Women* (page 45 of the March/April 1989 issue of *Liberal Education*) costs $1.70. Please note that there is an additional charge of $.65 for postage and handling for one copy of the booklet; $1.10 for two copies. Order from the Youngstown State University Bookstore, Kilcawley Center, 123 Spring St., Youngstown, OH 44555. □

ASSOCIATION of AMERICAN COLLEGES

RELATING TO EACH OTHER

While the campus environment is generally supportive for male students, 70 to 90 percent of female students experience sexist comments or unwanted sexual attention. Approximately 20 to 30 percent of female students report having experienced some form of sexual harassment from faculty members. Many more have encountered faculty members who expect women to behave in stereotypical ways or make traditional course and career choices.

Relating to Each Other: A Questionnaire for Students helps colleges and universities assess various aspects of the day-to-day campus environment for their students. The four-page questionnaire is designed to provide information about students' perceptions and experiences concerning the other sex. Students are asked whether they have experienced or observed certain behaviors that might occur between male and female students and whether they have experienced or observed behaviors that might occur between students and faculty members.

Individual copies of *Relating to Each Other* are available for $3 from AAC/PSEW, 1818 R St., NW, Washington, DC 20009. Bulk rates are available. All orders must be prepaid.

Executive Director
Bernice Resnick Sandler

Program Associate
Mary De Mouy

Program Associate
Julie Kuhn Ehrhart

Administrative Associate
Karen Seebohm

Intern
Shelagh Meehan

The Project on the Status and Education of Women of the Association of American Colleges, the oldest national program for women's equity, promotes greater opportunities for women students, faculty, and administrators. Since 1971, it has served as an information clearinghouse and liaison among academic women, higher education institutions, federal and state policymakers, and women's organizations.

Publication of materials herein does not necessarily constitute endorsement by AAC or any of PSEW's sponsoring organizations. Prices and availability of resources are current at time of publication. *On Campus With Women* (ISSN: 0734-0141) may be reproduced, in whole or in part, without permission, provided credit is given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009 (202/387-1300).

The Association of American Colleges, founded in 1915, is the national voice for liberal learning. Its membership includes more than 610 public and private colleges and universities. Through programs, grants, publications, and workshops, AAC strives to enhance liberal education and secure its integration with professional programs and courses of study. Its programs include the Project on the Status and Education of Women.

SUBSCRIPTION FORM

ON CAMPUS WITH WOMEN

Yes! I want to receive the quarterly *On Campus With Women* and important topical papers concerning women in academe. (Note: *On Campus With Women* appears in *Liberal Education* four times each year.)

For Individuals and Women's Programs
☐ $20 for one year (four issues)
☐ $35 for two years (eight issues)

For Institutions
☐ $28 for one year (four issues)
☐ $50 for two years (eight issues)

All Foreign Subscriptions
☐ Please add $7 per subscription for extra postage outside the U.S., its possessions, and Canada.

Name _____

Address _____

_____

City _____ State _____ Zip _____

Prepayment is required; checks should be made payable to **AAC/PSEW**
PLEASE RETURN THIS FORM WITH YOUR CHECK TO:
Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009

PROJECT ON THE STATUS AND EDUCATION OF WOMEN VOL. 19, NO. 3 WINTER 1990

ASSOCIATION of AMERICAN COLLEGES

ON CAMPUS WITH WOMEN

CONTENTS

RESOURCES 1
WOMEN'S STUDIES 3
ON THE CAMPUS 4
WORKING IN ACADEME 8
EMPLOYMENT 9
CHILD CARE 9
WOMEN'S SPORTS 10
SEXUAL HARASSMENT AND RAPE 10

Photos from Lone Voyagers. *Above: Grace Raymond Hebard and student, courtesy of American Heritage Center Archives, University of Wyoming; Left: Lucy Diggs Slowe, courtesy of Moorland-Spingarn Research Center, Howard University.*

On Campus With Women is a newsletter containing information prepared by AAC's Project on the Status and Education of Women. Published quarterly, it also appears four times each year in *Liberal Education*.

RESOURCES

LONE VOYAGERS

Lone Voyagers: Academic Women in Coeducational Universities, 1870–1937 profiles seven women who blazed new trails in higher education for women during this period. Each of the women served on the faculty of a coeducational college or university at a time when women faculty members were few and far between.

Edited by Geraldine Jonçich Clifford, professor of education at the UNIVERSITY OF CALIFORNIA–Berkeley, and published by the Feminist Press, *Lone Voyagers* is a collection of seven biographical essays accompanied by autobiographical memoirs, letters, diaries, and speeches that provide a window into the mind of each woman and a glimpse into the early history of her institution. Also emerging from the women's writings are indications of the beginnings of collegial and mentor relationships with other women, relationships that have since been recognized as essential to the well-being of women in academic and other settings.

The seven women featured are Maria Louise Sanford (University of Minnesota), Marion Talbot (University of Michigan), Grace Raymond Hebard (University of Wyoming), Clelia Duel Mosher (Stanford University), Maude E. Abbott (McGill University), Theresa McMahon (University of Washington), and Lucy Diggs Slowe (Howard University). *Lone Voyagers* (311 pp.) is $29.95 (cloth) or $12.95 (paper) from the Talman Company, Inc., 150 Fifth Ave., New York, NY 10011. □

Also published in *Liberal Education*, Vol. 75, No. 5, November/December 1989

ASSOCIATION of AMERICAN COLLEGES

WARRIORS AGAINST POVERTY

Until the United Nations declared 1976–1985 as the Decade for Women, the importance of women to Third World development was generally ignored. Since then, women's contributions have become visible to the development community and the number of projects for women and grass-roots groups focusing solely on women's issues has risen dramatically. Nevertheless, the overall situation of women in the Third World has changed little; they remain poor and overworked. In *Women, Poverty, and Progress in the Third World*, Mayra Buvinic and Sally W. Yudelman analyze the dismal conditions of Third World women, their contributions to development, and past efforts by international organizations and private agencies to assist them. The authors explain why previous women-oriented development programs have failed and offer an agenda for the 1990s. Buvinic and Yudelman, both with the International Center for Research on Women, present a plan of action that is important to the specialist in women's issues as well as the concerned generalist.

Women, Poverty, and Progress in the Third World (64 pp.) is available for $4 plus $1.75 postage and handling from the Foreign Policy Association. The book appears as issue 289 in their *Headline Series*. Prepaid orders can be sent to FPA, 729 Seventh Ave., New York, NY 10019. □

EASY ACCESS TO RESEARCH ON WOMEN

A computerized version of the Clearinghouse Search System is now available from the Center for Research on Women at MEMPHIS STATE UNIVERSITY (TN). The clearinghouse contains five thousand citations to the latest social science research on women of color and southern women in the fields of history, anthropology, criminal justice, economics, education, health, political science, psychology, and sociology. Citations are from books, journal articles, chapters in books, unpublished works, and dissertations. Each citation is accompanied by four to twelve keyword descriptors taken from *A Women's Thesaurus*.

This computerized version of the clearinghouse is available in the following formats: MS-DOS, 5.25 inch disk (360K); MS-DOS, 3.5 inch disk (720K); and MacIntosh, 3.5 inch disk (800K). The cost is $134.95, which includes shipping and handling. The package can be ordered from Computer Century, 4088 Summer Ave., Memphis, TN 38122. □

ABUSE OF POWER IN PSYCHOTHERAPY

The Committee on Women in Psychology of the American Psychological Association has developed a brochure, entitled *When Sex Enters Into the Therapy Relationship*, designed to help psychotherapy patients deal with this situation and learn about their options. The nine-page booklet discusses the answers to questions such as:

- Is it ethical for a therapist to have sexual contact with a patient?
- What is sexual contact in therapy?
- Should you end therapy in order to have a sexual relationship with your therapist?
- What are your options if you feel that your therapist has not acted appropriately?

The booklet could also be applicable to counseling centers and might be of use to student services offices.

A single copy of the brochure is available free from the American Psychological Association, Women's Program Office, 1200 Seventeenth St., NW, Washington, DC 20036. □

PRESCRIPTION FOR EQUITY

Just What the Doctor Should Have Ordered: A Prescription for Sex-Fair School Health Services provides a comprehensive look at sex bias and discrimination in school and college health services. The study, by Margaret Dunkle of the Equality Center in Washington, DC, covers the current status of school and college health programs, future needs, and strategies for implementing change. *Just What the Doctor Should Have Ordered* examines questions such as:

- How has the Civil Rights Restoration Act changed Title IX rules on abortion?
- What specific protections does Title IX give pregnant students and parent-students?
- Why do more than two-thirds of all college student health insurance policies violate Title IX?
- Why don't female athletes receive the same quality of health care as males?

Major sections of the book focus on pregnancy, gynecological care, student health insurance, sports medicine, alcohol and drug abuse, and mental health services.

Just What the Doctor Should Have Ordered is available for $10 plus $2 shipping and handling from EDC/WEEA Publishing Center, 55 Chapel St., Suite 200, Newton, MA 02160; 800/225-3088. □

HOW TO MAKE THE CLASSROOM MORE EQUITABLE

Answers to children's commonly asked questions, "Who am I?" and "What can I become?" often play a major role in the notions children absorb about being male or female in our society. The messages they receive about gender-appropriate activities and behavior strongly influence how they perceive themselves and the world. *The Difference It Makes: A Resource Book on Gender for Educators* summarizes recent information on cognitive and affective differences between girls and boys, looks at the effects on children of school and schooling, examines the challenges of today's society to adults at home and in the workplace, and offers suggestions for working toward change in schools and in society.

This book, written by Anne Chapman, is designed for use by trustees, heads of schools, division and department heads, curriculum coordinators and planners, teachers, teacher educa-

ASSOCIATION of AMERICAN COLLEGES

tors, librarians, and parents. *The Difference It Makes* (66 pp.) is available for $21.50 (prepaid) from the National Association of Independent Schools, 18 Tremont St., Boston, MA 02108. □

TEACHER'S AID IN SEX EQUITY

An activity guide, *Classroom Activities in Sex Equity for Developmental Guidance* is designed to help counselors and teachers develop students' talents and interests without the limitations of bias, stereotyping, and discrimination based on gender.

The activities in this book have been selected and organized to complement the Wisconsin Developmental Guidance Model (WDGM). The model is based on the recognition that as children mature they pass through specific identifiable developmental stages. Thus elementary students respond well to situations in which they learn about new things and ideas; middle and junior high school students are ready for understanding and experimenting; high school students are more apt to need to apply what they've mastered. The activities compiled in this resource are intended to foster the development of comprehensive K–12 sex equity programs. Some designed for high school students are appropriate for college-age students. Additionally, teacher education program participants will find the resource useful.

The book (432 pp.) is available for $30 from Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster St., P.O. Box 7841, Madison, WI 53707-7841. □

FEMINIST CATALOGUE AVAILABLE

The 1989–90 catalogue of the Feminist Press at the CITY UNIVERSITY OF NEW YORK announces eight new publications. It also lists anthologies, interdisciplinary texts, classics, novels, biographies and autobiographies, resource books, and children's stories. New publications are varied and include the first anthology of the works of nineteenth-century Black abolitionist and feminist Frances Ellen Watkins Harper and the first collection of Margaret Walker's essays. The catalogue lists more than one hundred publications with descriptions and ordering information.

Single copies of the catalogue are available free from the Talman Company, Inc., 150 Fifth Ave., New York, NY 10011; 800/537-8894. For multiple copies, contact the Feminist Press at CUNY, 311 East 94th St., New York, NY 10128; 212/360-5790. □

WOMEN'S STUDIES ANTHOLOGY

Radical Voices: A Decade of Feminist Resistance consists of selected articles previously published in the journal *Women's Studies International Forum*. Compiled in honor of Dale Spender, the founding editor of the journal, this volume provides a history of ideas within the women's movement as it has developed over the last ten years. The articles discuss a variety of issues from a feminist perspective such as obesity, rape, the New Right, and pornography, and explore the meaning of feminism itself.

Edited by Renate D. Klein and Deborah Lynn Steinberg, *Radical Voices* is available for $33.95 (cloth) or $14.50 (paper) from Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523. □

WOMEN'S STUDIES

WHO OFFERS WOMEN'S STUDIES PROGRAMS?

The Spring/Summer 1989 issue of *Women's Studies Quarterly* includes a thirty-page listing of current women's studies programs across the country. The programs are interdisciplinary; they combine courses in literature, language, or art, for example, with work in sociology, anthropology, economics, political science, history, philosophy, psychology, biology, and other related fields. The list was updated by Susannah Driver and Jennifer Gregory and is maintained and published as an educational service of the *Women's Studies Quarterly*. Copies of the Spring/Summer 1989 *Women's Studies Quarterly* are available for $13 from the Feminist Press at the City University of New York, 311 East 94th St., New York, NY 10128. □

REVISING THE CURRICULUM

A project to revise courses in English, history, and political science to include more information about women of ethnic minorities at the UNIVERSITY OF WISCONSIN–Madison has been funded by the Ford Foundation. Janet Hyde, director of the Women's Studies Research Center at UW–Madison, will direct the two-year, $100,000 project. About thirty faculty members and thirty graduate students from the College of Letters and Science and another 120 faculty members from other UW system campuses also will participate. For more information, contact Janet Hyde, Women's Studies Research Center, 209 N. Brooks St., University of Wisconsin, Madison, WI 53715. □

A NEW ACADEMY

Jean O'Barr, director of Women's Studies at DUKE UNIVERSITY (NC), and eight other feminist scholars have written *Women and A New Academy: Gender and Cultural Contexts* to expand the boundaries of women's studies. The authors show that women's studies, which often has been seen as a "corrective"—adding information about women's lives to the disciplines—provides an alternative approach for exploring knowledge. The eight contributors discuss topics in history, literature, political philosophy, medieval studies, biblical interpretations, church history, and the history and sociology of science. Each of the contributors presents her work within the context of the development of a women's studies program at Duke in 1983. The new women's studies program organized a series of lectures presenting feminist reinterpretations of research based on Western intellectual

ASSOCIATION of AMERICAN COLLEGES

history. *Women and A New Academy* (192 pp.) is available for $35 (cloth) or $11.95 (paper) from the University of Wisconsin Press, 114 N. Murray St., Madison, WI 53715. □

MARCH IS WOMEN'S HISTORY MONTH

Each year, schools and communities throughout the nation celebrate March as "National Women's History Month." To encourage and help those who are planning celebrations, the National Women's History Project (NWHP) provides a wealth of materials such as posters and display materials, videos, plays, multicultural books, calendars, games, program planning guides, and other supplies including buttons and balloons. Some materials are aimed at groups ranging from elementary school children to adults.

Each year a new poster commemorating the month is designed and published. This year's poster honors eleven women who took unpopular positions in their time. The poster, entitled "Courageous Voices Echoing in Our Lives," depicts women such as Sojourner Truth, a former slave who campaigned for abolition and women's equality; Jeannette Rankin, the first woman elected to Congress; Rachel Carson, pioneering ecologist; and Billie Jean King, tennis superstar and champion for women's sports.

The 18" by 24" poster, printed in peach and brown tones, is available from NWHP, 7738 Bell Road, Windsor, CA 95492. Prices range from $3.50 to $5 depending on the quantity ordered. For a copy of NWHP's forty-eight-page catalogue, send $1. □

UNIVERSITY DIRECTORY OF GENDER SCHOLARS

RUTGERS–THE STATE UNIVERSITY OF NEW JERSEY has published a list of approximately two hundred of its scholars–women and men–who are researching gender issues. Published by the university's Institute for Research on Women, the 176-page *Women and Gender, A Directory of Scholars at Rutgers University* lists for each scholar: courses taught on women and gender, recent public service, research interests, and publications. The directory is intended to highlight the research community working on gender issues as well as to facilitate connections among these scholars.

The directory is a good model for other institutions planning similar directories of scholars working on gender issues. For more information, contact the Institute for Research on Women, Douglass College, Rutgers–The State University of New Jersey, New Brunswick, NJ 08903-0270. □

NEW ORLEANS GUIDE TO COLLECTIONS ON WOMEN

The New Orleans Guide to Collections on Women is an extensive listing of primary sources on women–all from repositories in New Orleans. The guide, prepared by TULANE UNIVERSITY's (LA) Newcomb College Center for Research on Women, describes and indexes more than five hundred collections in ten institutions including archives, museums, and libraries. The collections cover French, African-American, and other Southern women from colonial times to the present. Planned as the first volume in a series about primary sources on Southern women, the guide provides access to letters and diaries of individual women and to records of organizations such as Links (a Black women's service organization), the YWCA, literary and gardening societies, charitable groups, and religious orders.

The guide is available for $6 from the Newcomb College Center for Research on Women, Tulane University, New Orleans, LA 70118. □

NEW GUIDE ON PROGRAMS AND LIBRARY RESOURCES

The impressive growth of women's studies courses and curricula has resulted in a need for a central reference work providing information about programs, faculty members, and library resources. The new *Directory of Women's Studies Programs and Library Resources* profiles more than four hundred programs. Entries are arranged by state and contain program name, address, telephone, name of director or person to contact, course listings, and degree or certificate offered. Faculty members and their areas of expertise are also listed.

Also included is a list providing information about library collections, names of librarians in charge of women's studies collections, and the particular strengths of each collection. The number of resources (such as periodicals and papers) is also included. The directory is indexed by institution name, course discipline, teaching faculty member's name, women's studies librarian's name, subject strengths of library collections, and special resources.

To order the 192-page paperbound directory, which costs $55, write Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483. □

ON THE CAMPUS

IMPACT OF OLDER WOMEN AS COLLEGE STUDENTS

Students twenty-five and older are returning to college in greater numbers than ever before; last year they comprised more than 40 percent of the country's college and university students. The majority of those adult students are women.

OTTERBEIN COLLEGE (OH) recently has begun to investigate how the increase of "nontraditional" or older students affects the fabric of college life. The college has begun an eighteen-month study to gauge the impact of an increasing adult student population on curriculum, instruction, and quality of its student life. Activities implementing the study–a series of surveys, symposia, research projects, workshops, and evaluative sessions–are planned for the 1989–90 academic year.

The first of these events, a faculty conference focusing on two college populations–adult students and female students–was held on Sep-

ASSOCIATION of AMERICAN COLLEGES

tember 6, 1989. Among the issues addressed were questions such as whether women are at a disadvantage by being taught in a male-biased academic environment and whether faculty members and their teaching methods are biased toward adult or traditional students.

For additional information about the conference, contact Nancy Woodson, Associate Dean of Academic Affairs, 309 Towers Hall, Otterbein College, Westerville, OH 43081. □

B.A. DEGREE HELPFUL TO OLDER WOMEN'S CAREERS

A new report issued by the Women's College Coalition describes the impact on an older woman's career and personality of a baccalaureate degree earned at a women's college. Two-thirds of the women surveyed for the report took full-time positions at salaries of $20,000 to $40,000 per year after graduation. Prior to earning their degrees, fewer than half the women had worked full time, and they had earned on average less than $20,000 per year.

The report, *Expanding Options: A Profile of Older Graduates of Women's Colleges*, is based on a national survey of nearly thirty-four hundred women over age twenty-three who were enrolled in thirty-three women's colleges. Many of these women selected their colleges because the academic programs were designed specifically for older students, and because they offered courses at convenient times, such as evenings and weekends.

The thirty-one-page report is available from the Women's College Coalition, 1101 17th Street, NW, Washington, DC 20036 ($7.50 for members; $10 for others). □

MEN STILL DOMINATE CLASSROOM TALK

In 1985, Catherine Krupnick, a HARVARD UNIVERSITY (MA) faculty member, videotaped classes at Harvard and found that male undergraduates usually dominated classroom discussions, often talking up to twelve times as much as women students. Men and women participated equally only in classes taught by women in which there were more women than men.

Krupnick now has begun examining videotapes of seminars for first-year students at WHEATON COLLEGE (MA), a formerly all-female institution that first admitted men in the fall of 1988. As part of Wheaton's effort to ensure that the transition would be beneficial to both genders, four faculty members volunteered their classrooms for videotaping.

To Krupnick's surprise, the videotapes show that male students in these courses at Wheaton dominated classroom conversation even though they were in much smaller numbers than they had been in any of the Harvard classes she examined. "The Harvard study suggested that the match of a female professor and a predominantly female class—the pattern in three of the four Wheaton classes we studied—should produce gender-balanced conversations," she says. Krupnick is interviewing faculty members and students in order to explain the disparity and will be videotaping a larger sample of students as well as analyzing the tapes to find out what the students are saying and how long they take to say it. Future plans include workshops for faculty members on encouraging balanced classroom discussions. □

SERVICES FOR CAMPUS SPOUSES

YALE UNIVERSITY (CT) Women's Organization has published a directory of businesses and services provided by spouses of Yale faculty and staff members. The current edition contains one hundred listings covering a wide range of services provided by spouses; occupations include caterers, stock brokers, translators, counselors, entertainers, attorneys and posture therapists.

The directory, which could be used as a model for other institutions, appears as a four-page insert in the *Yale Weekly Bulletin and Calendar* and is intended as a resource for the university community. A fee of $10 was charged for each listing. A 1990–91 edition is planned for September 1990. For further information, contact Marion Winkelman, 304 Central Ave., New Haven, CT 06515. □

$5,000 FOR AFFIRMATIVE ACTION IDEAS

WAYNE STATE UNIVERSITY (MI) has established four prizes of $5,000 each for affirmative action ideas. The President's Award for Affirmative Action is intended to help the university community become involved in thinking about ways to improve the quality of university life. The contest is open to students, faculty members, and other staff members at WSU. For further information, contact Jacob Oglesby, Assistant Vice President of Community Relations, Office of Equal Opportunity and Neighborhood Relations, 1044 MacKenzie Hall, WSU, Detroit, MI 48202. □

STATUS OF WOMEN: IMPROVING IN TENNESSEE

The STATE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF TENNESSEE has endorsed a report on improving the status of women submitted by the State Board of Regents' Task Force on Women in Academe. In June 1989, the board approved a plan that would carry out the recommendations included in the report. The recommendations include the appointment of a campus committee on the status of women by each institution. Each committee would serve in an advisory capacity to the president and would be "of sufficient stature to warrant serious attention and broad support as it pursues its charge to assess the status of women at the institution and make recommendations it deems appropriate in light of its assessment." The plan also calls for a salary equity review.

For additional information about the report and plan for action, contact Linda D. Doran, Assistant Vice Chancellor for Academic Affairs, The

ASSOCIATION of AMERICAN COLLEGES

State University and Community College System of Tennessee, 1415 Murfreesboro Rd., Suite 350, Nashville, TN 37217. □

ELIMINATING SEX DISCRIMINATION–HOW ARE WE DOING?

In order to evaluate how different institutions in the UNIVERSITY OF WISCONSIN System are implementing the system's policy for equal opportunities in education, the Board of Regents requires an annual report summarizing activities at the various institutions.

The report, *Equal Opportunities in Education: Eliminating Discrimination Based on Gender, 1988 Report*, issued in March 1989, covers a wide range of issues including recruitment, admissions, financial aid, child care, women's studies, physical education, sexual harassment, housing, and publications. Each section includes a brief description of the policy/guideline requirements, a policy brief, institutional responses, comments and observations, institutional plans of action, and reporting guidelines.

Available at no charge from the Office of Equal Opportunity Programs and Policy Studies, the one-hundred-plus-page report will be helpful to institutions, consortiums, and statewide systems examining gender discrimination. Write to Marian Swoboda, Van Hise Hall, Rm. 1802, 1220 Linden Dr., Madison, WI 53706. □

U. OF MICHIGAN SETS AGENDA FOR THE '90s

A UNIVERSITY OF MICHIGAN ad hoc committee has developed an agenda for the 1990s that calls for the full partnership of women in campus life. The agenda addresses the university's institutional commitment to women in such areas as faculty hiring, retention and academic success, campus climate, issues of concern to women of color, faculty and staff leadership, safety and security, and development campaigns.

The agenda appeared in the April 3, 1989, issue of *The University Record for Faculty and Staff of the University of Michigan*. Copies are available from Joseph Owsley, Director, *The University Record*, 412 Maynard St., University of Michigan, Ann Arbor, MI 48109. □

NATIONAL PUBLIC RADIO AIRS WOMEN'S ISSUES

RUSSELL SAGE COLLEGE (NY) has developed what may be the first national radio program devoted to women's issues. The half-hour show, called "51 Percent," will cover social, economic, political, and educational issues affecting women. The program, being broadcast by several public radio stations in the Albany, New York area, will be available via satellite to stations in the National Public Radio Network. □

BAYLOR SUED OVER PREGNANCY POLICY

A former student of BAYLOR UNIVERSITY (TX) is charging that the university violated her constitutional rights when it forced her to withdraw because she was pregnant and unmarried. Baylor, which is operated by the Baptist General Convention of Texas, has a written policy requiring students to conduct themselves "in accordance with Christian principles as perceived by Texas Baptists." Although the policy does not specifically prohibit pregnancy in unmarried women, Baptists view such pregnancies to be a violation of their principles. The case is being handled for the plaintiff by the Dallas Civil Liberties Union. □

COLLEGE STUDENTS AND ABORTION

A recent Gallup survey of more than five hundred undergraduates from one hundred diverse institutions found that nearly 10 percent of female college students had had an abortion. The survey, conducted for the Christian Broadcasting Network (CBN) to examine the effect of religion on sexual attitudes and behaviors of college students, also found that 4 percent of the respondents had been treated for sexually transmitted diseases. Fifteen percent of the men reported that at least one of their partners had had an abortion. States Susan L. Norman, senior editor for CBN, "On the one hand, college students do believe in God, but on the other, their beliefs don't seem to have much effect on their life-styles."

A 1988 study by the Alan Guttmacher Institute reported that women with no religious affiliation have the highest abortion rate. Of women reporting a religious affiliation, Catholics have the highest abortion rate. □

ATTRACTING AND KEEPING WOMEN IN SCIENCE

In order to increase the number of women students who pursue majors, advanced degrees, and careers in mathematics, engineering, science, and technical fields, the UNIVERSITY OF MICHIGAN's Women in Science Program provides support, information, counseling, workshops, and contacts for women who are entering, reentering, and advancing in majors and courses in these areas.

Established in 1980 by members of the Academic Women's Caucus, the Center for Continuing Education of Women, and the university's administration, the program is funded primarily by the university with some funds from foundations. All services and programs are free and open to everyone.

Pre-college outreach includes career fairs, presentations, workshops, and school visits by the Women in Science staff and other scientists. The programs emphasize the importance of mathematics and science in future career options. Other services include current career materials, summer jobs and internships, a visiting scientist lecture series, informal programs in residence halls, and lunch programs offering opportunities for networking.

For further information, contact Cinda-Sue Davis, Director, Women in Science Program, Center for Continu-

ASSOCIATION of AMERICAN COLLEGES

ing Education of Women, University of Michigan, 350 South Thayer, Ann Arbor, MI 48104-1608. □

GROWTH OF WOMEN IN SCIENCE SLOWS

During 1986–87, the growth rate for women in graduate science and engineering was 1 percent—nearly identical to that of men. Previously, between 1977 and 1986, the number of women entering graduate programs in science and engineering increased at an average annual rate of 5 percent compared to an average 1 percent increase for men. In 1987, women were 38 percent of the total number of graduate students in science and engineering.

Most of the growth in graduate enrollment in science and engineering is due to increasing enrollments of foreign students. Total graduate enrollment (male and female) in science and engineering increased 1 percent between 1986 and 1987, but this growth was largely due to an increase in non-U.S. citizens, whose numbers increased by 5 percent while the number of Americans remained level.

These data appear in a *Highlights* report from the National Science Foundation (NSF 88-316), available at no charge from the Division of Science Resources Studies, Attn: Elizabeth Michael, National Science Foundation, 1800 G St., NW, Washington, DC 20550. □

A SONG FOR THE TIMES

The tune is the same, but the lyrics have changed at BOSTON COLLEGE (MA), where the century-old fight song now reflects the fact that women are an integral part of the institution.

An updated version of "For Boston" debuted this fall's football season at Boston College, where women now comprise more than half of the student body. When the song was written in 1885, Boston was an all-male school.

The fifth line of the first stanza, which used to read "for here men and their hearts are true," now reads "for here all are one and their hearts are true." In the second stanza, "shall thy sons be found" has evolved into "shall thy heirs be found."

Overall reaction to the modifications have been favorable. A 1973 graduate called the new wording "a statement of a general attitude. Symbols like this are meaningful in a changing society." College faculty members apparently agree, with history professor Thomas O'Connor summarizing the sentiment best: "All the change does is recognize the reality of the situation. While not all change is progress, in this area, Boston College has made progress and the change recognizes that." □

MUSIC TO WOMEN'S EARS

The UNIVERSITY OF WISCONSIN–Madison Rugby Club and its coach have been put on probation for a year for using an "insensitive and sexist" songbook. In order to avoid similar incidents in the future, all literature using the university club sport name will require the approval of a recreational sports assistant director in charge of club sports. Future infractions could result in suspension from the sports program.

In a similar but unrelated incident, university band members published a songbook, the twelfth annual edition of the "University of Wisconsin Marching Band Hymnal," which contains sexist and racist lyrics and cartoons. The Wisconsin Student Association Senate passed a bill requesting the dismissal of any band member who sings or distributes such songs in the future. The bill also requested that the 240 band members participate in workshops on sexism and racism. □

COLLEGE DEGREE WORTH LESS TO WOMEN

Women in the workforce with four years of college education had a median income below that of men who had only a high school diploma—$22,412 and $24,701 respectively, according to the *1988 20 Facts on Women Workers* from the Women's Bureau of the U.S. Department of Labor. Single copies are available free from the Women's Bureau, Publications Department, U.S. Department of Labor, 200 Constitution, NW, Rm. S3311, Washington, DC 20210. □

LITTLE SISTERS ON THE WAY OUT?

Across the country, numerous fraternities are disbanding their "little sister" programs wherein women become auxiliary members of fraternities. The women often pay a small amount of dues and participate in many aspects of fraternity life, such as service activities and social functions, without the expense of joining a sorority. (In some schools, little sisters can also be sorority pledges.)

During recent years, fraternities' relationships with little sister organizations have come under fire on many campuses due to incidents of sexual harassment, alcohol abuse, and sexual assault. Some schools have taken steps to ban the programs.

The groups have also been criticized for perpetuating sexual stereotypes. In some instances, little sisters are responsible for cleaning fraternity houses before and after parties.

Pi Kappa Phi, one of the first fraternities to condemn sexual violence, has changed its bylaws to abolish little sister organizations. Similarly, at the UNIVERSITY OF CALIFORNIA–Berkeley, at least four of its twelve national fraternities dissolved their little sister programs in the fall of 1989; several other fraternities at Berkeley are considering similar action.

In December 1988, the Association of Fraternity Advisors passed a resolution noting that little sister programs subject members to "subservient or 'second-class' status." In 1987, the National Interfraternity Conference, representing fifty-nine fraternities with more than fifty-two hundred chapters on nine hundred campuses, passed a similar resolution noting negative features of the programs. National fraternities are also concerned about liability issues; when the little sisters'

ASSOCIATION of AMERICAN COLLEGES

organization is an auxiliary of the fraternity, the national organizations are liable for the women's actions. (Also see "Little Sisters Off-Limits," *On Campus With Women*, Summer 1989, Vol. 19, No. 1, which also appeared in the May/June 1989 issue of *Liberal Education*.) □

FRATERNITY LIFE GETS MIXED REVIEWS

As part of a campus survey on the status of women, all students at BRADLEY UNIVERSITY (IL) were asked about the impact of fraternity and sorority life. When asked if Greek life reinforces sexist behavior, 66 percent of non-Greek female respondents, 48 percent of Greek female respondents, 49 percent of non-Greek male respondents, and 49 percent of Greek male respondents acknowledged that it does. Student respondents gave sororities slightly higher marks: 47 percent of non-Greek females, 25 percent of Greek females, 43 percent of non-Greek males, and 42 percent of Greek males agreed that sorority life reinforced sexism. In response to an open-ended question "How can the campus climate at Bradley be improved?" an unspecified number of students suggested the elimination or reform of the Greek system. □

WORKING IN ACADEME

U. OF MINNESOTA SETTLES PAY EQUITY SUIT

After six years of litigation, the UNIVERSITY OF MINNESOTA has agreed to increase the salaries of all of its female professors, administrators, and academic staff members (fourteen hundred women in all). The pay equity settlement will cost the university $3 million and will bring to closure a 1983 lawsuit that charged the university with sex discrimination because of a disparity in the salaries of male and female university employees. A decree negotiated as part of an earlier out-of-court settlement now covers hiring, promotion, and pay procedures within the university. □

SEX DISCRIMINATION IN TENURE CASE UPHELD

In *Gutzwiller v. Fenik*, 860 F. 2d 1317 (6th Cir. 1988), the United States Court of Appeals for the Sixth Circuit issued a decision in favor of Kathryn Gutzwiller, a classics professor who sued the UNIVERSITY OF CINCINNATI (OH) on the basis of sex discrimination following a denial of tenure. The broadly written appellate decision overturns that of the trial judge against Gutzwiller.

Following her denial of tenure, Gutzwiller filed an internal grievance. Among other things, the grievance committee found procedural irregularities in the compilation of documentation in Gutzwiller's dossier, improper procedures to solicit outside evaluators, and recommendations influenced in part by program needs and not solely academic performance. After the president of the university offered her a second tenure review by the same committee (rejecting the grievance committee's recommendation of another review by a new committee), Gutzwiller brought suit under Title VII of the Civil Rights Act alleging sex discrimination and under 42 USC Section 1983 ("1983") alleging constitutional claims of deprivation of equal protection and denial of substantive due process.

A jury trial on the "1983" claim resulted in a verdict for Gutzwiller and compensatory and punitive damages totalling $278,000 against Getzel M. Cohen (current department chair), Bernard C. Fenik (former department chair), and Joseph Steger (president of the university). At the same time, Judge Carl Rubin found against Gutzwiller and for the defendants on the Title VII claim, which does not go before a jury. Rubin also eliminated the punitive damage awards.

On appeal, Rubin's decision was reversed and sent back to the lower court for a decision on a Title VII remedy; the damage awards were reinstated against Fenik and Cohen, but not against Steger.

In April 1989, District Judge Kinneary ordered that Gutzwiller be reinstated without tenure at the salary she would have had if she had received tenure, and be given a new tenure review to be overseen by the court. In addition to the damages, she was awarded $75,000 in back pay. □

SEX BIAS COMPLAINT UPHELD AFTER 15 YEARS

The STATE UNIVERSITY OF NEW YORK–Stony Brook has been found guilty of sex discrimination against a woman administrator and three women faculty members, all of whom claim to have been paid less than their male counterparts. Back pay, pension adjustments, and interest awarded to the women, plus legal costs, may amount to approximately $250,000.

The summary judgment, handed down by the Second U.S. Court of Appeals, upheld a lower court ruling that had found in favor of the four women and against two others involved in the case. A seventh woman had settled her case out of court earlier. The complaints began with an unsuccessful class action suit in 1976 that was dismissed in 1983 and unsuccessfully appealed. Subsequently, seven of the women involved in this class action filed the recently settled suit. □

SALARY EVALUATION KIT AVAILABLE

The *Higher Education Salary Evaluation Kit* offers an alternative to multiple regression analysis for assessing whether the salaries of women and minority faculty members are lower than those of white males. Although multiple regression analysis provides an accurate measure of salary inequity, a major drawback of this method is that it relies on data that is often not readily available. According to the American Association of University Professors, the *Higher Education Salary Evaluation Kit* provides a way to ob-

ASSOCIATION of AMERICAN COLLEGES

tain information with the same level of accuracy using limited, readily obtainable data (e.g., the year of birth, highest degree, and year of highest degree). A comprehensive listing of studies at universities and colleges, studies of professional societies, and general studies of salary inequity in academe is included.

The kit is available for $5 from the American Association of University Professors, 1012 14th St., NW, Suite 500, Washington, DC 20005. □

EQUITY WORKSHOP MODEL AVAILABLE

Design for Equity: Women and Leadership in Higher Education includes the plan, programs, abstracts of workshop activities, and transcripts of presentations given at a women's leadership workshop conducted by Project DELTA, a two-year program at WICHITA STATE UNIVERSITY (KS) designed to promote equity for women in higher education, specifically in leadership and decision-making roles.

The book also provides background on the struggle toward equity for women in education. It describes recent equity-related legislation and includes selected articles of general interest on theory, practice, accomplishments, and hopes for equity. The 161-page book also includes a comprehensive bibliography of books and articles.

Design for Equity is available for $5.75 plus $2 shipping (prepaid) from WEEA Publishing Center, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160. □

EMPLOYMENT

WANTED: WOMEN SCIENTISTS

Unless more women and members of minority groups study and enter scientific fields, the U.S. will be facing a shortage of science professionals in the early years of the next century. Constance Holden, writing in the June 30, 1989, issue of *Science*, reports that there will be a shortfall of 675,000 scientists and engineers as a result of the drop in the college-age population in the 1990s.

In 1986, white men made up about 47 percent of the total workforce and 80 percent of the science and engineering workforce of 4.6 million people. In the last fifteen years of this century, white men will comprise only 15 percent of the new entrants to the workforce. In addition, they will be less than one-third of the college-age population by the year 2010. In her article, "Wanted: 675,000 Future Scientists and Engineers," Holden notes that the number of women planning careers in science and engineering appears to have leveled off after having peaked in the late 1970s.

The July/August 1989 issue of *Manpower Comments*, a publication of the Commission on Professionals in Science and Technology, notes that in some instances, the number of women in some scientific fields has been dropping in the past few years, particularly in the natural sciences and engineering. The good news is that programs to assist women who want to be or are training to become scientists are on the increase. □

HANDBOOK ON WORKPLACE DISCRIMINATION

A new publication, *Sex Discrimination in the Workplace: A Legal Handbook*, explains the federal laws prohibiting sex discrimination in employment and the administrative procedures enforcing these laws. Designed to provide information to employees throughout the U.S., it also includes an overview of state and local laws as well as highlights of laws in the Washington, DC area, and more technical information for lawyers. Included are a list of Equal Employment Opportunity Commission (EEOC) field offices nationwide and a flow chart summarizing EEOC administrative processes for filing a discrimination charge.

Sex Discrimination in the Workplace (72 pp.) is published by the Women's Legal Defense Fund and is available for $7.95 from Publications, WLDF, 2000 P St., NW, Suite 400, Washington, DC 20036. □

CHILD CARE

CHILD CARE CRITICAL TO ENROLLMENT

A study of 501 student parents at the STATE UNIVERSITY OF NEW YORK's community colleges found that more than 80 percent considered availability of child care to be a "very important" factor in their decision to enroll. Almost 60 percent said that continuing in college would be impossible without child-care services. The study, "Impact of Campus-Based Child Care on the Academic Success of Student-Parents at SUNY Community Colleges," was prepared by LaVerna M. Fadale and Gene M. Winter of the Two-Year College Development Center at SUNY–Albany.

Female student-parents made up 96 percent of the sample; about 58 percent of these respondents reported an annual income of less than $15,000. The respondents were from twenty-four different campuses and were surveyed during the period 1985–1988. Approximately 86 percent of the respondents had achieved "academic success," which was defined in three ways: completion of a degree or certificate program, transfer to a four-year college, or continued enrollment. In comparison, the general student population's academic success rate was measured at 59.6 percent. □

FORWARD STRIDES FOR PARENTAL LEAVE POLICIES

The UNIVERSITY OF CALIFORNIA campuses have implemented some important policies regarding leave for child-bearing and child-rearing. The Chancellor's Advisory Committee on the Status of Women worked to bring about the changes for faculty members. One U.C. benefit which is growing in popularity but is still rare on other U.S. campuses is the option of

ASSOCIATION of AMERICAN COLLEGES

stopping the tenure clock. When a U.C. assistant professor has primary responsibility for child care and takes child-bearing or parental leave of one-quarter to one full year, that time is excluded from service toward the eight-year probationary period unless the faculty member requests that it not be. The committee also successfully argued that leave for child-bearing must be paid at the same salary as all other leaves (e.g., sick, sabbatical) for the academic unit.

For more information, contact Diane Wara, M.D., Professor of Pediatrics, University of California–San Francisco, 513 Parnassus Ave., San Francisco, CA 94943-1410. □

WOMEN'S SPORTS

FEMALE ATHLETES STUDY HARDER

Female basketball players at campuses with major athletic programs not only spend as much time at their sport as their male counterparts, but they also spend more time at study and attend classes more regularly than male basketball players, according to a study conducted for the National Collegiate Athletic Association. Despite similar Scholastic Aptitude Test scores, women had higher grades than men in both high school and college.

The study also shows that women athletes had more difficulty in socializing: when asked if it was "hard" or "easy" to get dates, 22 percent of the female basketball players said that it was difficult, compared to 15 percent of women participating in other sports and 2 percent of male basketball players. Similarly, 23 percent of women basketball players said they had difficulty in getting to know other students as compared to 5 percent of the male basketball players. □

ATHLETIC PROGRAMS TO BE EVALUATED

The March 1988 passage of the Civil Rights Restoration Act, which reinstated federal prohibition of sex discrimination in athletic programs, has renewed interest in equity for women in college sports programs. Numerous institutions are reevaluating their sports programs. Here are just two examples:

- All institutions in the UNIVERSITY OF WISCONSIN SYSTEM are evaluating gender equity in their intercollegiate athletic programs. The UW System Equal Opportunities in Education Policy includes guidelines for evaluating staffing patterns and budgets and for reviewing exceptions to standard university policies, participation opportunities, and access to facilities and auxiliary personnel. The reports were completed at the end of the fall 1989 semester.
- The chancellor of the UNIVERSITY OF ARKANSAS–Fayetteville has appointed a committee of faculty and sports administrators to investigate whether its athletic program complies with U.S. civil rights laws. □

SEXUAL HARASSMENT AND RAPE

IGNORING HARASSMENT CAN BE DANGEROUS

A federal appeals court has ruled that school administrators who fail to stop sexual harassment of students by teachers can be held liable for their inaction. Although the case, *Stoneking v. Bradford Area School District* (No. 87-3637), involved a high school girl who was harassed by her band teacher, the ruling may have implications for colleges and universities as well.

The Third U.S. Circuit Court of Appeals ruled that the student may sue the district, the principal, and the assistant principal for failing to prevent or stop the sexual harassment. Although the court did not rule on the issue of whether the district and its administrators should be held liable for failing to prevent the abuse, the court did note that the administrators had received at least five other complaints of sexual harassment concerning the same teacher and others and that the reports had been filed in secret files at home rather than in official personnel files. The administrators had given excellent performance reviews to harassers despite the complaints and had discouraged or intimidated students and parents from pursuing complaints. In one case, a student was forced to recant her accusation.

The court ruled that the U.S. Supreme Court's decision in *Deshaney v. Winnebago* (57 USLW 3032) did not apply to the administrators. In that case, the court had held that a public social service agency could not be held liable for injuries inflicted on a four-year-old boy by his father, even though the agency knew that such abuse might occur. In *Stoneking v. Bradford*, the court held that school administrators can be held liable because they have direct control over a teacher's actions.

If *Stoneking v. Bradford* is not appealed, it will return to the district court for trial. □

PRESIDENT CHARGED AT SANGAMON STATE

Four men and three women faculty members at SANGAMON STATE UNIVERSITY (IL) filed charges of sexual harassment against President Durward Long and the university's board of regents with the Illinois Department of Human Rights. The complaints charge that a series of incidents created a pattern of sexual harassment. The president's failure to appoint members to a sexual harassment grievance committee and his telling of sexist jokes were cited as contributing factors to "a hostile and offensive work environment." Another complaint was filed by a student who claimed that Long had made sexual advances to her at a university picnic.

Long contends that the complaints filed against him are orchestrated by union members and "radical feminists." The board of regents has supported Long throughout the controversy. When Long returned to the campus after a two-month absence for treatment of alcohol abuse and excessive fatigue, leaflets were distributed on campus explaining how Illinois law

ASSOCIATION of AMERICAN COLLEGES

protects against sexual harassment. At the same time, 250 faculty members and staff signed a letter welcoming him back to campus. □

COLLEGIANS PRESSURED INTO UNWANTED SEX

STANFORD UNIVERSITY (CA) joins the list of institutions examining their campuses to evaluate the problem of acquaintance rape and other unwanted sexual activity. A survey conducted by the Stanford Rape Education Project found that nearly 30 percent of women undergraduates had experienced unwanted sex. These women described different sources of pressure to have sex: 26.5 percent were subjected to "continual arguments and pressure" from their partners; 4.1 percent were given drugs or alcohol; and 4.6 percent were physically forced. (Some women reported more than one incident in one or more categories.)

More than 36 percent of women graduate students reported unwanted sexual activity, as did 9.9 percent of male undergraduates and 15.5 percent of male graduate students. The survey did not ask respondents to indicate the sex of their partners.

Few of the students of either sex labeled their experiences as rape and only a small percentage reported the incidents to the police. More than 90 percent of the unwanted sexual behavior occurred with people the students knew; half of these incidents occurred with romantic acquaintances. □

GUIDANCE ON POLICY AND PROGRAMS

The American Council on Education (ACE) has updated its position statement, entitled *Sexual Harassment on Campus: Suggestions for Reviewing Campus Policy and Educational Programs*. The eight-page statement was sent with a letter from ACE President Robert H. Atwell to each of its member institutions. It discusses recent legal developments concerning the expansion of the definition of sexual harassment to include "creating a hostile environment," provides policy guidelines, and includes a short list of resources. Copies of the statement are available free from the Office of Women, ACE, One Dupont Circle, NW, Suite 800, Washington, DC 20036. Please send a stamped, self-addressed, #10 envelope. □

MEN STOPPING RAPE

An active community group of men students and non-students at the UNIVERSITY OF WISCONSIN–Madison is working to end male violence against women and against men. The group has presented workshops and other programs focusing on men talking to men about rape and how rape affects men. Subjects include masculinity, men taking responsibility, communication, barriers to male intimacy, intervention skills, and organizing men for a rape-free culture.

Printed materials include a brochure and a series of fifteen posters on the topics of rape and myths about rape. Prices for the poster set vary from $3.75 to $6 depending on the size and quantity desired. For further information, write Men Stopping Rape, Inc., Box 316, 306 N. Brooks St., Madison, WI 53715. □

RAPE ISSUES HIT CAMPUSES

On numerous campuses, rape has become a public issue, often dividing students, faculty members, and administrators.

At ST. MARY'S COLLEGE OF CALIFORNIA, thirty-seven faculty members charged that campus officials there tried to discourage students from reporting four alleged rapes to police. The college administration denies doing so.

A female English professor at PRINCETON UNIVERSITY (NJ) cited the institution's response to an alleged incident of sexual misconduct against a student by a male professor in her department as influencing her decision to leave. The incident involved a male student who alleges that he was sexually assaulted by the male professor. The male professor was originally scheduled to resume teaching after a mandatory year's leave. After students and faculty members protested his return, he resigned. □

SEXUAL HARASSMENT VIDEO

Sexual Harassment: It's No Game is a video-based training program produced by the Center for Women in Government at the STATE UNIVERSITY OF NEW YORK–Albany. The thirty-three minute video uses segments from the television show *Cagney and Lacey* to illustrate the complexity of sexual harassment and to answer common questions and concerns. The video, which was distributed free to all New York state agencies, is available for sale to other governments and organizations. Although aimed at the public sector, the video can be used on college campuses for training about sexual harassment in the workplace.

The video is available for purchase at $150 or for preview/rental at $50 from the Center for Women in Government, SUNY–Albany, 135 Western Ave., Draper Hall 310, Albany, NY 12222. □

LIABILITY FOR SEXUAL HARASSMENT

Sexual harassment continues to be a much-debated issue on many campuses. A new guide, *Title IX Liability for Sexual Harassment in the Workplace*, can help institutions understand the general nature and scope of employer liability. (Sexual harassment of students is not covered in this booklet.) The sixty-four page resource describes sexual harassment, Title VII law and theories concerning recovery for damages, landmark cases, and the law's impact on policies. Written by Joseph M. Pellicciotti, the booklet is published and distributed by the International Personnel Management Association, 1617 Duke St., Alexandria, VA 22314; $12 for IPMA members; $14 for nonmembers. □

ASSOCIATION of AMERICAN COLLEGES

BLACK WOMEN IN ACADEME: ISSUES AND STRATEGIES

A new publication of AAC's Project on the Status and Education of Women

- Identifies the concerns and problems of Black women on campuses today, using direct quotes from Black women students, faculty members, and administrators
- Offers many practical, adaptable recommendations for improving the climate for Black women that can be implemented by all members of the academic community
- Provides a useful bibliography and lists resource organizations that campus personnel can turn to for information and assistance.

Black Women in Academe: Issues and Strategies was written by Yolanda T. Moses, Vice President for Academic Affairs, California State University–Dominguez Hills and is available for $5 (prepaid) from PSEW, Association of American Colleges, 1818 R St., NW, Washington, DC 20009.

Bulk rates are available: 15–99 copies are $3.50 each (30 percent discount); 100 or more copies are $2.50 each (50 percent discount). Please make checks payable to AAC/PSEW. All orders *must* be prepaid.

Executive Director
Bernice Resnick Sandler

Program Associate
Mary De Mouy

Program Associate
Julie Kuhn Ehrhart

Administrative Associate
Karen Seebohm

The Project on the Status and Education of Women of the Association of American Colleges, the oldest national program for women's equity, promotes greater opportunities for women students, faculty, and administrators. Since 1971, it has served as an information clearinghouse and liaison among academic women, higher education institutions, federal and state policymakers, and women's organizations.

Publication of materials herein does not necessarily constitute endorsement by AAC or any of PSEW's sponsoring organizations. Prices and availability of resources are current at time of publication. *On Campus With Women* (ISSN: 0734-0141) may be reproduced, in whole or in part, without permission, provided credit is given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009 (202/387-1300).

The Association of American Colleges, founded in 1915, is the national voice for liberal learning. Its membership includes more than 610 public and private colleges and universities. Through programs, grants, publications, and workshops, AAC strives to enhance liberal education and secure its integration with professional programs and courses of study. Its programs include the Project on the Status and Education of Women.

SUBSCRIPTION FORM

ON CAMPUS WITH WOMEN

Yes! I want to receive the quarterly *On Campus With Women* and important topical papers concerning women in academe. (Note: *On Campus With Women* appears in *Liberal Education* four times each year.)

For Individuals and Women's Programs
☐ $20 for one year (four issues)
☐ $35 for two years (eight issues)

For Institutions
☐ $28 for one year (four issues)
☐ $50 for two years (eight issues)

All Foreign Subscriptions
☐ Please add $7 per subscription for extra postage outside the U.S., its possessions, and Canada.

Name _____

Address _____

_____

City _____ State _____ Zip _____

Prepayment is required; checks should be made payable to **AAC/PSEW**

PLEASE RETURN THIS FORM WITH YOUR CHECK TO:

Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009

PROJECT ON THE STATUS AND EDUCATION OF WOMEN VOL. 19, NO. 4 SPRING 1990

ASSOCIATION of AMERICAN COLLEGES

ON CAMPUS WITH WOMEN

ON THE CAMPUS

WOMEN IN LITERATURE RECOGNIZED AT COLUMBIA

Emily Dickinson, Virginia Woolf, and other women writers joined Plato and Aristotle on the face of Butler Library at COLUMBIA UNIVERSITY (NY) this fall. A 140-foot-wide banner bearing the names of great women authors was displayed above the names of eight male scholars that were carved in the limestone façade fifty-five years ago. The effort, called the Butler Library Banner Project and sponsored by Columbia University Libraries and the Columbia Institute for Research on Women and Gender, also included an exhibit on women authors and a lecture series titled "The Other Voices: Women Writers of the Western Tradition."

CONTENTS

ON THE CAMPUS 1
WOMEN'S SPORTS 2
MINORITY WOMEN 3
GENDER STUDIES 4
INTERNATIONAL 5
SEXUAL HARASSMENT 6
RAPE ON CAMPUS 7
WORKING IN ACADEME 8
EMPLOYMENT 9
RESOURCES 10

Above: Butler Library Banner, Columbia University

On Campus With Women is a newsletter containing information prepared by AAC's Project on the Status and Education of Women. Published quarterly, it also appears four times each year in *Liberal Education*.

The banner was created by Laura Hotchkiss Brown, a 1989 graduate of Columbia's School of General Studies, who unfurled it from the roof of the library without permission during commencement exercises in May 1989. Although the banner was initially removed by university officials, Brown later gained their support and the project grew to include the exhibit and lecture series.

Brown, who majored in comparative literature and ancient studies, said that after studying the works of influential women authors at Columbia, she became unhappy that the library inscription lists only men. "Great women do not get their names inscribed on buildings," she said. "This started out as a protest but has become a wonderful cooperative effort."

Additional lectures are planned. More information on the project may

Also published in *Liberal Education*, Vol. 76, No. 2, March/April 1990

be obtained by calling Suzanne Fedunok, assistant director for resource development at Butler Library, at 212/854-8658. □

HELPING STUDENTS UNDERSTAND DIVERSITY

As institutions increasingly indicate concern about racial harassment, a few have begun programs to deal with the issues of racial harassment and harassment of women and gay and lesbian students.

In the fall of 1989, the UNIVERSITY OF PENNSYLVANIA required first-year students to attend a day-long "diversity-education" program before classes began. Students performed skits to illustrate appropriate and inappropriate behavior in relation to racism, homophobia, and sexism. The new students were encouraged to discuss their feelings and reactions to the skits. The UNIVERSITY OF MICHIGAN has a similar program for its first-year students. □

DOCTORATES FOR WOMEN: MORE BUT NOT ENOUGH

According to the National Research Council's Office of Scientific and Engineering Personnel, the number of men earning Ph.D.s began a thirteen-year decline in 1973, the peak year for doctorates awarded in the United States. Since 1985, however, men have increased their rate of doctoral completion by more than 1,100 degrees, earning 21,666 degrees in 1988. In comparison, women increased both their number and proportion of doctorates in every year from 1958 through 1986, after which their number continued to grow but their proportion remained at approximately 35 percent.

The gender gap in doctoral completion has narrowed in all fields, partly because the number of women increased dramatically, but in some cases because the number of men decreased while the number of women grew. Nevertheless, disparities between the sexes remain marked in certain disciplines. Data from 1988 show that, despite numerical gains, women were still underrepresented as recipients of doctorates in physical sciences (83 percent male versus 17 percent female) and engineering (93 percent male versus 7 percent female). These statistics are from the eighty-four-page report *Summary Report 1988: Doctorate Recipients from United States Universities*, available free (limit three copies per office) from Doctorate Records Project, Office of Scientific and Engineering Personnel, NRC, 2101 Constitution Ave., NW, GR412, Washington, DC 20418. □

FRATERNITY WARNED ABOUT SEXIST BEHAVIOR

MIAMI UNIVERSITY (OH) has issued a formal warning letter to Sigma Nu fraternity for sexist behavior and a lack of respect for human dignity. The fraternity had held a "Viking" party at which men wore barbarian outfits, carried women over their shoulders, and acted in ways that made a number of women at the party feel uncomfortable. The university's Panhellenic Association, the governing body for the institution's twenty-three sororities, received several complaints about behavior at the Viking party.

The warning letter gives the fraternity one year to prove its worth as a student organization. A university spokesperson stated that the university could not take stronger action because the complaints were anonymous and no one would sign an official complaint form. □

FRATERNITY BANNED FOR RACIAL/SEXUAL HAZING

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY (VPI) has banned Delta Kappa Epsilon for a four-year period because it allegedly required its pledges to have pictures taken of themselves kissing Black women as part of their initiation. When a pledge from VPI was photographed kissing a Black woman at a KENYON COLLEGE (OH) party, a fight broke out among students from both colleges.

The fraternity had been cited earlier and was on probation when the incident occurred. Approximately 4 percent of VPI's students are Black.

VPI plans to add a "racial harassment statement" to its student handbook. For more information, contact David Nutter, Office of University Relations, VPI, Rm. 315 Burruss Hall, Blacksburg, VA 24061. □

BAN ON BEAUTY PAGEANT OVERRIDDEN BY STUDENT VOTE

The student senate at TULANE UNIVERSITY (LA) banned the Miss T.U. Pageant on the grounds that it was sexist and discriminatory. Students subsequently vetoed the ban by voting 1,050 to 521 to reinstate the pageant. (The total student enrollment at Tulane is about 4,000.)

Although talent and interview competitions provide 70 percent of the final score, swimsuit and evening gown competitions also are included. Applicants for the pageant, which awards scholarships, are asked for their bust, waist, and hip measurements. □

WOMEN'S SPORTS

MEN'S BASKETBALL COACH REPRIMANDED FOR SEXIST REMARKS

The UNIVERSITY OF UTAH has reprimanded its men's basketball coach for comments he made about the sexual behavior of female athletes in an interview with a Milwaukee radio station. Rick Majerus, a coach in his first year at Utah, said, "You know, with women's athletics, my experience has been there's a great deal of—and I'll be frank with you here—there's a great deal of irregular sexual behavior. And you know, that's never been brought to the forefront. If that were prevalent in men's athletics, there would be *Sports Illustrated* [stories]; *Time* magazine would have exposés from now to eternity."

Chris Hill, Utah's athletic director,

issued a statement indicating that he was "angry, upset, shocked" at the coach's comments, which he described as "unthinking" and "dumb." Hill also stated that Majerus was severely reprimanded but did not specify what further action, if any, had been taken.

Majerus apologized for his remarks in a statement with Hill's reprimand: "I'm penitent, I'm contrite, and I've been reprimanded. I put my foot in my mouth and I'm done with it." □

AWARD TO REAGAN SPARKS PROTESTS

The National Collegiate Athletic Association's (NCAA) decision to give their annual Theodore Roosevelt Award to former president Ronald Reagan in January 1990 has led to criticism and protests from advocates of women's equity in sports. The former president opposed Title IX of the Education Amendments of 1972, which prohibits sex discrimination in institutions receiving federal aid.

Carol Mann of the Women's Sports Foundation resigned from the NCAA Honors Committee that selected Mr. Reagan. Several college athletic administrators as well as the National Coalition for Women and Girls in Education wrote letters of protest to the NCAA.

The Reagan administration supported the U.S. Supreme Court's 1984 decision in *Grove City v. Bell*, which restricted coverage of Title IX. The former president also vetoed the Civil Rights Restoration Act in 1988. (Congress overrode the veto and restored Title IX to its former strength.) □

WASHINGTON STATE LAWMAKERS ALLOCATE $$$ FOR WOMEN'S SPORTS

The state legislature of Washington has enacted a bill that will provide up to $2.8 million every two years for women's sports budgets at state institutions. In 1987 the state supreme court had ruled, in a suit brought by female former athletes and coaches, that WASHINGTON STATE UNIVERSITY must award sports scholarships to women in proportion to the number of women undergraduates. □

MINORITY WOMEN

BRINGING MINORITY WOMEN'S STUDIES INTO THE MAINSTREAM

In 1989 the Ford Foundation provided funding for eleven projects that encourage ongoing relationships between women's studies scholars and racial/ethnic studies scholars and include the perspectives and experiences of women of color in an expanded undergraduate core curriculum. Two program participants are:

- "Project on the Integration of Scholarship on Minority Women in the Undergraduate Curriculum" at COLUMBIA UNIVERITY's (NY) Institute for Research on Women and Gender, which focuses on revising the curricula of six heavily enrolled undergraduate courses in anthropology, sociology, economics, political science, history, and English and comparative literature. As part of the project, the institute will give awards for research on minority women by students enrolled in any of the six courses, establish a resource center at the institute, and develop a bibliographic database on minority women's studies.
- "Infusing Material on Minority Women into the Liberal Arts Curriculum of the CUNY Senior Colleges: A Collaborative Outreach Project" at the Center for the Study of Women and Society at CITY UNIVERSITY OF NEW YORK Graduate School and University Center. The project assists faculty members in incorporating material by and about minority women into introductory courses in American history, American literature, art history, economics, political science, sociology, psychology, and English composition. The center will conduct seminars, monthly meetings, and lectures. It will ensure the availability of mentors and distribute a monthly newsletter.

Other projects in the Ford program are located at the BARNARD COLLEGE (NY) Center for Research on Women, the UNIVERSITY OF CALIFORNIA-Los Angeles Center for the Study of Women, the DUKE UNIVERSITY/UNIVERSITY OF NORTH CAROLINA Center for Research on Women, the UNIVERSITY OF ARIZONA Southwest Institute for Research on Women, the MEMPHIS STATE UNIVERSITY (TN) Center for Research on Women, the GEORGE WASHINGTON UNIVERSITY (DC) Women's Studies Program and Policy Center, the METROPOLITAN STATE UNIVERSITY (MN) Women's Program, the UNIVERSITY OF OREGON Center for the Study of Women in Society, and the UNIVERSITY OF WISCONSIN-Madison Women's Studies Research Center.

A twenty-six-page booklet describing the Ford Foundation's Mainstreaming Women's Studies Program and the individual projects has been produced by the National Council for Research on Women, which hosted the program's orientation meeting in June 1989. The booklet is available free of charge from the council, 47-49 East 65th St., New York, NY 10021, Attn: Paulette Tulloch. □

ARTICLES ON WOMEN OF COLOR IN THE CURRICULUM

Beginning with the Fall 1989 issue, *Feminist Collections: A Quarterly of Women's Studies Resources* is running a year-long series of articles on integrating the study of women of color into the core curriculum. The series offers bibliographic guidance to college teachers at the different stages of curriculum revision, examines goals and methods of course transformation, acquaints readers with new scholarship in women's studies and ethnic studies, and suggests materials for syllabi and reading lists. The newsletter's thematic focus complements the UNIVERSITY OF WISCONSIN-Madison's Women of Color in the Curriculum Project, which was established to ensure the inclusion of information on minority women in introductory courses on eleven UW campuses.

Feminist Collections is published by Susan E. Searing, UW System Wom-

en's Studies Librarian, 112A Memorial Library, 728 State St., Madison, WI 53706. Subscriptions are $5 for individuals and $10 for organizations affiliated with the UW System; $10 for individuals and nonprofit women's programs in Wisconsin ($20 outside Wisconsin); and $15 for libraries and other organizations in Wisconsin ($38 outside Wisconsin). Subscriptions cover all publications issued by the women's studies librarian, including *Feminist Collections*, *Feminist Periodicals*, *New Books on Women and Feminism*, and bibliographies, directories, and occasional publications.

EXHIBIT ON BLACK WOMEN IN THE ARTS

An exhibit featuring more than fifty Black women with distinguished careers in opera, music, dance, theater, fine arts, film, and literature is available for display by colleges and universities. Sponsored by the New York State Division for Women, the exhibit features more than 150 photographs from public and private archives. The exhibit was prepared by Kenkeleba House, a New York City gallery. Exhibition and shipping costs for colleges and universities in New York are $580. For costs and other information for institutions in other states, contact Marsha Mortimore, New York State Division for Women, Executive Chamber, State Capitol, Albany, NY 12224; 518/474-3612.

GENDER STUDIES

SIGNS OF THE TIMES

Signs, the quarterly interdisciplinary feminist journal, is moving to the Center for Advanced Feminist Studies at the UNIVERSITY OF MINNESOTA. The scholarly journal, published by the University of Chicago Press, has had its university "home" at DUKE UNIVERSITY (NC) for the past five years. A national competition held in 1989 resulted in the choice of the University of Minnesota to house the journal from 1990–1995.

Signs, founded in 1975, is widely recognized as representing the increasing diversity of feminism and is one of the most frequently cited journals in women's studies. The journal, through quarterly features, special theme issues, and *Signs* books, documents the transformation of interdisciplinary scholarship on women over the past two decades.

For more information, contact the new co-editors, Professors Ruth-Ellen Boetcher Joeres and Barbara Laslett, at the Center for Advanced Feminist Studies, University of Minnesota, 490 Ford Hall, 224 Church St., SE, Minneapolis, MN 55455.

HELPING YOUNG MEN DEAL WITH MANHOOD

As part of a cocurricular program in men's studies, HOBART COLLEGE (NY) offers an education program on acquaintance rape prevention for men. The rape prevention program is required for all first-year students.

Following a film that addresses the problem of acquaintance rape on college campuses, trained student facilitators and student services staff members provide information and lead discussions about ways in which men can improve communication and act responsibly in relations with women. Appropriate college policies are also discussed.

Hobart College is a small liberal arts college for men that has a cooperative relationship with William Smith College for women. For more information on the acquaintance rape prevention program as well as other activities of the Men and Masculinity Program, contact program director Rocco Lawrence Capraro, Assistant Dean of the College, Hobart and William Smith Colleges, Geneva, NY 14456-3397.

MALE ROLES AND IMAGES IN THE MEDIA

Men always have controlled the content of the media. With the advent of sophisticated new home media technology, they have also come to control the selection of media consumption in the home. So reports *Media & Values* magazine in its Fall 1989 issue, "Men, Myth, and Media." The lead article in this issue, "Home, Home on the Remote," details the ways in which masculine dominance asserts itself in the "nearly universal male fascination" with remote-control television devices, VCRs, video games, stereo systems, and computers.

Media & Values editors offer the reason for this dominance: Males are typically more involved in the purchase of such devices, giving them a head start on mastery and direction of their use. Gender psychologists report further that males usurp the devices as a power play over females and that women often "give up" their power over home media in order to avoid having responsibility for it added to their list of home chores. As a result, the choice and regulation of home entertainment, traditionally held by women, is shifting to males. In addition, action-oriented media, preferred by males, now predominates in many homes, even when such programming is not appropriate for children.

The media's portrayal of men and masculinity—and the impact such images have on social attitudes and behaviors—has become more important than ever. This new issue of *Media & Values* examines these subjects and concludes that, despite some noteworthy exceptions, media portrayals of men generally are short on realism and the modeling of positive masculine values.

Other articles in the issue include:

- "Media Myths and Men's Work," in which sociologist Ian Harris of the University of Wisconsin-Milwaukee contrasts upwardly mobile media images with the demographic reality of most males in American society.
- "Why Are There No Asian Male Anchors?" in which San Francisco journalist Ben Fong-Torres explores sexism and racism in the television news industry to explain why Connie Chung is acceptable but her male counterpart is not.
- "Male Bashing on the Rise," in which the executive director of Men's

ASSOCIATION of AMERICAN COLLEGES

Rights, Inc., criticizes media attempts to appeal to women by belittling men.

"Men, Myth, and Media" (Issue No. 48) is the first of a two-part series on gender issues in the media published by *Media & Values*. "Redesigning Women" (Winter 1990, Issue No. 49) continues the theme.

For more information, contact *Media & Values* at 1962 S. Shenandoah, Los Angeles, CA 90034. Single copies of the magazine are $4 each; subscriptions are $14 for the United States and $16 (U.S. currency) for Canada. □

RESOURCE HANDBOOK MODEL

The Great Lakes Colleges Association (GLCA) Women's Studies Program has published a revised version of their *Women's Studies Resource Handbook*. The handbook provides a wealth of information about women's studies programs and services at GLCA's twelve member campuses. Sections include program descriptions, curriculum descriptions, consortia programs related to women's studies, resource persons, printed and audiovisual resources, and administrative personnel and policies at each school. The 211-page handbook is available for $10 from the Great Lakes Colleges Association, 2929 Plymouth Rd., Suite 207, Ann Arbor, MI 48105. □

CURRICULUM TRANSFORMATION PROJECT ENTERS SECOND PHASE

New Jersey's pioneering effort to integrate the contributions of women and issues of race, class, gender, and ethnicity into the curriculum and classrooms of its colleges and universities has entered a second three-year phase. "The New Jersey Project: Integrating the Scholarship on Gender," is moving to WILLIAM PATERSON COLLEGE (WPC) after spending its first three-and-a-half years at the Institute for Research on Women at DOUGLASS COLLEGE, RUTGERS–THE STATE UNIVERSITY OF NEW JERSEY.

The New Jersey project is the first state-funded, statewide initiative in the country. It incorporates work in race and gender studies and pedagogy that is being carried out by faculty members across the state. In particular, it builds on earlier curriculum transformation projects carried out at WPC and DREW UNIVERSITY. Programs sponsored by the project have included a conference for college administrators to learn about new scholarship on women and gender, residential institutes for faculty teams, a statewide conference series focusing on transforming curricula and pedagogy, and a network of faculty members and other professional staff members.

Paula Rothenberg, a professor of philosophy at WPC and an authority on race and gender issues, will direct the project. For more information, contact Rothenberg at the New Jersey Project, White Hall, Rm. 315, William Paterson College, Wayne, NJ 07470. □

INTERNATIONAL

CANADIAN LAW SCHOOL PLEDGES GENDER EQUALITY AS TOP PRIORITY

A group of one hundred female lawyers, law students, and faculty members has suspended a pending complaint of sex discrimination against YORK UNIVERSITY in Ontario. The women decided to suspend their complaint when the school promised to make gender equality its top priority. Officials have promised to increase the number of women faculty members; at present, eleven of the fifty full-time faculty members are female.

Other initiatives include opening an institute on law and gender issues, appointing a committee on sex equality, and establishing an annual $15,000 scholarship for graduate work in feminist legal studies. □

NEWSLETTER ABOUT ARAB WOMEN

The Institute for Women's Studies in the Arab World at BEIRUT UNIVERSITY COLLEGE in Lebanon publishes a quarterly newsletter, *Al-Raida*. The newsletter is published in Arabic and English and contains articles about the Arab woman, her role and status, and other related information. The cost of a subscription to the English version is $18 and includes mailing charges.

For information about subscriptions and other publications of the Institute, contact its U.S. office at Beirut University College, 471 Riverside Dr., Room 1846, New York, NY 10015. □

WOMEN'S STUDIES IN FRANCE

In June 1989, women's studies researchers from the Association Pour les Etudes Feministes (APEF) and Lyon Women's Studies Centre founded the first national association devoted to women's studies in France. The new organization, Association Nationale des Etudes Feministes (ANEF), hopes to increase the national and international dissemination of French women's studies findings. For more information, contact APEF, 2ter Passage des Marais, 75010 Paris, France. □

DOSSIER SERVICE AVAILABLE

The Women's Feature Service, a wire service of articles written by Third World women journalists covering development issues from progressive women's perspectives, is offering custom-made dossiers as a new service to organizations, institutions, policy makers, and individuals. The dossiers, which consist of abstracts of Women's Feature Service articles, can be used for publication or for research.

The abstracts are compiled into dossiers covering a variety of topics, including environment, health, community organizing, local movements, migration, changing values and norms, workers' rights, children, and political participation.

The dossiers are ideally suited to projects or publications that need a broad-based approach to a specific

ASSOCIATION of AMERICAN COLLEGES

topic. For example, a dossier on children would include abstracts on issues such as child abuse, child labor and exploitation, nutrition, education, child care, health care, maternal health and mortality, and fertility. Most dossiers contain between ten and fifty abstracts. The number of abstracts determines the cost of the dossier.

The cost per abstract is $2 (U.S. currency). The cost of postage and retrieval per dossier is $20; retrieval of an entire feature is $20. For more information on the services available, contact the Women's Feature Service, c/o Inter Press Service, Via Panisperna 207, 00184 Rome, Italy. □

WOMEN'S EDUCATION AROUND THE WORLD

The *International Handbook of Women's Education* focuses on the history, current status, and outcome of women's schooling in twenty-three countries. The essays are both descriptive and analytical, describing the history of women's education and ideological and religious beliefs, as well as cultural and political traditions that account for the pace and development of women's education and its particular forms.

The content of women's education is described as well as the outcome in terms of women in the labor force, in the political system, and in the family. Each chapter also discusses contemporary government policies aimed at redressing inequities in education and in society and the role of the women's movement in seeking change. A bibliography of approximately one thousand items on women's education completes the volume.

Among the countries covered are Kenya, Nigeria, the People's Republic of China, India, Japan, Great Britain, Poland, Sweden, Chile, Peru, Egypt, Iran, Israel, Canada, and the United States.

Edited by Gail P. Kelly, the 672-page book is available for $85 from Greenwood Press, Inc., 88 Post Road West, Box 5007, Westport, CT 06881. □

SEXUAL HARASSMENT

MINNESOTA REQUIRES SEXUAL HARASSMENT POLICIES

A new state law requires all public and many private postsecondary institutions in Minnesota to develop policies covering sexual harassment and sexual violence. The policy reads: "The governing board of each public postsecondary system and each public postsecondary institution shall adopt a clear, understandable, written policy on sexual harassment and sexual violence. The policy must apply to students and employees and must provide information about their rights and duties. It must include procedures for reporting incidents of sexual harassment or sexual violence and for disciplinary actions against violators. During student registration, each public postsecondary institution shall provide each student with information regarding its policy. Each private postsecondary institution that enrolls students who receive state financial aid must adopt a policy that meets the requirements of this section. The higher education coordinating board shall coordinate the policy development of the systems and institutions and periodically provide for review and necessary changes in the policies. The new policy is effective July 1, 1989." □

WOMEN SUE CSU CLAIMING RETALIATION

Two women faculty members who filed charges against a tenured associate professor after he exposed himself to them have filed a civil suit against CALIFORNIA STATE UNIVERSITY–Northridge. Although subsequently rehired, the women charge that they were unfairly dismissed after filing sexual harassment charges against the male professor. The women are now seeking more than $1 million in damages.

The male professor, who claimed he exposed himself as a prank, was initially fired but has been reinstated as part of an agreement reached with the university during a hearing before an arbitrator. The professor also faces a one-year suspension without pay, which began January 1990. □

SEXISM LEADS TO RETIREMENT OF ACADEMY PRESIDENT

The president of the CALIFORNIA MARITIME ACADEMY retired in early January 1990 following criticism from state legislators and maritime officials about sexual harassment and racial discrimination at the academy, which trains deck and engineering officers for the merchant marine. The president and other academy leaders have been charged with failure to deal effectively with complaints from women students who said that they were fondled, degraded, and hazed on campus and aboard the academy's training ship, *Golden Bear*. (See OCWW Vol. 19, No. 2, also in *Liberal Education*, Vol. 75, No. 4.) □

AN ISSUE FOR STAFF MEMBERS

A survey of female faculty members and academic staff members at the UNIVERSITY OF ILLINOIS at Urbana-Champaign shows that one of every three has been sexually harassed by a male colleague. Of those women who reported being harassed, more than one third had received unwanted sexual advances that included touching or fondling. The study, conducted by the Union of Professional Employees (UPE) of the American Federation of Teachers in the spring of 1987, was released in November 1989. Single copies are available free from UPE, American Federation of Teachers, Local 2287, 1711 South Neil St., Champaign, IL 61820. □

WORKSHOP PROCEEDINGS AVAILABLE

Prevention of Sexual Harassment in Higher Education, the proceedings of a 1988 UNIVERSITY OF WASHINGTON regional workshop, includes six papers that address the legal, institutional, theoretical, and practical dimensions of sexual harassment in colleges and

universities. A variety of issues is presented with an emphasis on policies and procedures to prevent sexual harassment and strategies to minimize its negative consequences to individuals and institutions.

The eighty-three-page volume is available for $10 from the University of Washington, Equal Employment and Affirmative Action Office, 4045 Brooklyn Ave., NE, JA-08, Seattle, WA 98195. □

U. OF MINNESOTA RAISES HARASSMENT AWARENESS

New informational materials have been published by the UNIVERSITY OF MINNESOTA to increase awareness of sexual harassment. The following is a brief description of each.

- An annotated bibliography that lists more than three hundred articles and books on sexual harassment and similar topics is available as a printed document or on IBM-formatted computer disks for use with Notebook II software.
- *The Wrong Idea*, a videotape to generate discussion during a sexual harassment prevention workshop, deals with both gender and cultural issues. Nine vignettes of harassment situations are followed by recommendations on how to protect oneself or prevent the situation altogether. The tape was produced by the University of Minnesota Office of International Education with the aid of University Media Resources and the Minnesota Women's Center.
- Four posters dealing with sexual harassment on campus are available on composite film, an intermediate stage in the printing process. This allows each institution to take the film to its own printer and have the posters customized with the institution's name, address, and phone number. The slogans on the posters are: "You can't put it behind you if you can't face it," "Sexual harassment is not above the law," "Sex is not a requirement to pass," and "Don't feel isolated by sexual harassment."
- A policy brochure that outlines the University of Minnesota's policy on sexual harassment, with definitions and procedures for handling a complaint, would be a useful model for other colleges and universities who are forming their own policies on sexual harassment.
- A fact sheet that supplies basic information on sexual harassment on campus was compiled by the director of the Minnesota Women's Center.

Information on the materials can be obtained by writing to the Minnesota Women's Center, 5 Eddy Hall, 192 Pillsbury Dr., SE, University of Minnesota, Minneapolis, MN 55455. □

RAPE ON CAMPUS

DATE RAPE EDUCATION

Kappa Kappa Gamma (KKG), a national fraternity for women, has initiated a program to educate its members about social issues and acquaintance rape. Each pledge will participate in "Keep Safe," a program to help minimize the potential risks that social situations may present and to learn more about resources available to her KKG chapter and school. For further information, write KKG Headquarters, P.O. Box 2079, 530 East Town St., Columbus, OH 43216. □

NEW VIDEO ON HELPING RAPE SURVIVORS

A new video, *Rape Aftermath: How Can I Help Her?*, focuses on the struggles of rape survivors to overcome the devastating experience. It shows how what others communicate to the survivor and how they communicate can determine how she interprets the event and how readily she recovers from the emotional impact of rape. Others, especially family and friends, may want to help but may not know how, and their own emotional reactions may hamper their efforts.

The video describes the emotional impact of rape on the survivor and her family and friends through the use of dramatized scenarios. It challenges rape myths and provides examples of both helpful and unhelpful responses to the woman who has been raped. The thirty-four-minute video, produced by the St. Vincent Medical Center in Ohio, was designed primarily to augment the medical professional's assistance to survivors, family, and friends. The video will be of help to counseling and health service personnel, student life personnel, campus security officers, women's center staff members, and others.

Available only in VHS, the video can be purchased by sending a check for $95 plus $3.50 postage and handling to Rape Aftermath Video, P.O. Box 7003, Bowling Green, OH 43402. Make checks payable to St. Vincent Medical Center. □

CAMPUSES UNITE IN PROTEST

In October 1989, the SYRACUSE UNIVERSITY (NY) Women's Center coordinated simultaneous rallies to protest rape at seven campuses in New York state. Students at five STATE UNIVERSITY OF NEW YORK campuses (Binghamton, Albany, Stony Brook, Oswego, and Duchess Community College) and two private institutions (Syracuse University and CORNELL UNIVERSITY) demonstrated against rape and violence against women. These rallies may be the first multi-campus protests against rape. □

U. OF MISSOURI SUSPENDS LITTLE SISTER ORGANIZATIONS

The UNIVERSITY OF MISSOURI-Columbia suspended twenty-eight "little sister" organizations after four fraternity-related sexual assaults occurred. All of the assaults involved alcohol consumption.

As a result, the Interfraternity Council has adopted a policy whereby off-duty police officers will check the age of guests at fraternity parties in order to restrict drinking to those twenty-one years or older. The council also mandated an alcohol education program for all fraternity and sorority members. □

ASSOCIATION of AMERICAN COLLEGES

RESEARCH HANDBOOKS ON RAPE

A two-volume series, *Rape and Sexual Assault*, covers a wide range of topics offering the latest findings on sexual assault written by professionals in fields such as psychology, medicine, history, sociology, and criminal justice.

Volume I discusses survivors and their families, the history of the anti-rape movement, preventive measures, social attitudes, and types of offenders and treatment strategies. Sexual assault is defined to include incest, abuse of the handicapped, marital rape, and victimization of children.

Volume II focuses on the survivors of rape and sexual assault and the social context. Among the subjects covered are sexual harassment of students, survivor response, adolescent dating, pornography, therapist-patient sexual contact, and sexual abuse. Statistics and sample questionnaires are also included. Both volumes include lists of references.

The books are helpful to clinicians, researchers, crisis workers, and educators interested in the causes, effects, and prevention of sexual assault.

The two research handbooks are edited by Ann Wolbert Burgess and published by Garland Publishing, Inc., 136 Madison Ave., New York, NY 10016. Volume I costs $57; Volume II costs $45. □

WORKING IN ACADEME

SEX DISCRIMINATION SUIT RESOLVED IN NOVEL WAY

In an unprecedented decision resulting from the unanimous recommendation of a blue-ribbon panel, Eleanor Swift, a female law professor, has received tenure and will return as a full professor to Boalt Hall, the law school of the UNIVERSITY OF CALIFORNIA–Berkeley. The decision to reinstate her and to award tenure came from the office of the chancellor eighteen months after Swift filed a grievance claiming she had been denied tenure because of her sex. Shortly after Swift held a press conference publicly disclosing her charges, the Boalt faculty voted to promote another woman from lecturer to tenured professor. This woman became the first to be granted tenure at Boalt. Like Swift, she had been turned down earlier.

Swift waived her right to sue in civil court in exchange for a review of her tenure case by an independent academic panel. The review was conducted by a panel of distinguished academicians, none of whom were from Boalt Hall. The panel members were instructed not to consider the issue of discrimination, although they knew that charges had been filed. Instead, the panel was asked to apply to Swift the actual Boalt standards drawn from confidential tenure files of six males who were granted tenure during the 1980s. The review concluded that Swift's scholarship met the same standards that had been applied to the most recently tenured male professors at Boalt and recommended that she be given tenure.

The nomination of the panel was unusual in that people were nominated to the committee through joint agreement of the dean of the law school and Swift, but neither they nor anyone else at the law school know the identity of those chosen to serve on the committee. The provost of the professional schools and colleges made the final selection, which consisted of three professors from national law schools and two professors from the Berkeley campus from departments outside the school of law.

The case may be the first to use an outside panel to examine the criteria used in other tenure decisions and apply them to a faculty member. For further information, contact Eleanor Swift, Professor of Law, Boalt Hall, University of California–Berkeley, Berkeley, CA 94720. □

SUPREME COURT REJECTS TENURE FILE CONFIDENTIALITY

The U.S. Supreme Court has ruled that institutions cannot withhold confidential peer-review documents from the Equal Employment Opportunity Commission (EEOC) when the commission is investigating employment discrimination complaints. The decision occurred in a case involving a UNIVERSITY OF PENNSYLVANIA sex discrimination complaint in which a former associate professor of management at the Wharton School had been denied tenure.

The EEOC had subpoenaed the professor's files as well as those of five male faculty members who had been granted tenure. The university refused to release the files, claiming confidentiality and academic freedom.

Those disappointed with the decision expressed concern that the peer-review process would be substantially impaired because those writing evaluations might be less than candid in the future. Those approving the decision emphasized that easier access to tenure files could help combat discrimination. □

TENURE AS A WOMAN'S ISSUE

A new policy brief issued by the American Association of University Women (AAUW) examines obstacles women face in obtaining tenure. *Women and Tenure: The Opportunity of a Century* examines the tenure review process, the current glut of tenured faculty members, and their impact on women. The policy brief offers strategies for women faculty members seeking tenure in the 1990s, when the predicted retirement of many tenured faculty members could provide opportunities for more women to move up the academic ladder.

Copies of the four-page paper are available from the AAUW Sales Office, Box T, 2401 Virginia Ave., NW, Washington, DC 20037 ($1 for AAUW members; $2 for nonmembers per copy for 1–100 copies; bulk rates are available). □

BOSTON U. LAWSUIT UPHELD

A federal appeals court has upheld a 1987 district court ruling that ordered BOSTON UNIVERSITY (MA) to grant tenure and $215,000 in back pay and

damages to a female English professor, Julia Prewitt Brown, who charged the university with sex discrimination.

The university claimed it denied tenure on the basis of academic performance although her colleagues had recommended unanimously that she be tenured. Brown's lawsuit claimed that her scholarship had been held to a higher standard than the work of men in her department who had received tenure.

Brown's attorney, Dahlia Rudavsky, said that the case was significant because the ruling was based on a comparison of Brown's tenure file with that of other professors. (See "Sex Discrimination Suit Resolved in Novel Way," in this section.)

U. OF MINNESOTA–DULUTH SUED FOR DISCRIMINATION AGAIN

Twenty-two women faculty members and administrators have filed a petition in federal court claiming that women have been discriminated against in appointments to administrative jobs at the UNIVERSITY OF MINNESOTA–Duluth. The women, all of whom have tenure and either hold or have held administrative positions, charge that the university has consistently hired men for upper-level administrative positions, bypassing female candidates within the university with similar credentials.

The petition was filed under the Rajender consent decree, which establishes procedures for the University of Minnesota's hiring, promotion, and salary increases and for women filing sex discrimination charges against the institution. The 1980 consent decree was the result of an out-of-court settlement between the university and Shymala Rajender, a former chemistry professor who sued the university for sex discrimination.

WOMEN FACULTY MEMBERS: A LONG WAY TO GO

The number of women faculty members has increased since 1975, but at the current rate another ninety years will elapse before women are equally represented in the faculty ranks of doctoral-level institutions. Further, women will not be half of the full professors at these institutions until the year 2149. So states Dona Alpert in an analysis of faculty at Category I (doctoral-granting) institutions from 1975 to 1987. Writing in *Initiatives*, the journal of the National Association for Women Deans, Administrators, and Counselors (NAWDAC), Alpert also notes that salary discrepancies increased over the twelve-year period, with the widest gaps at the full and assistant professor ranks.

Some of the data Alpert presents are as follows:

- In 1987, women were 18.9 percent of the faculty at the full, associate, and assistant professor ranks in Category I institutions; men were 81.1 percent
- Female full professors represented 3 percent of the total faculty in 1987–up 1 percent from 1975, although the number of female full professors increased by 78 percent from the 1975 level
- The number of female associate professors increased by 95 percent and assistant professors by 22 percent
- Male full professors continue to be the most numerous: they constituted 38 percent of the total faculty in 1987 compared with 33 percent in 1975.

The data appear in "Gender Inequity in Academia: An Empirical Analysis," in Volume 52, No. 2 of *Initiatives*. Single copies of *Initiatives* are available for $9 from NAWDAC, Suite 210, 1325 18th St., NW, Washington, DC 20036.

EMPLOYMENT

PAY EQUITY REPORT

As a result of pay equity initiatives across the country, more than $450 million has been paid to women and minorities working in community colleges; school districts; hospitals; and state, city, and local governments. A new report, *Pay Equity Activity in the Public Sector, 1979–89*, summarizes pay equity activity over the past decade and points out that numerous studies have shown that many jobs traditionally held by women or members of minority groups have paid less than comparable positions filled by white males. Many skills needed in female-dominated positions have been undervalued.

Copies of the report are available from the National Committee on Pay Equity (NCPE), 1201 16th St., NW, Suite 420, Washington, DC 20036 ($10 for NCPE members, $15 for nonmembers). An executive summary is available ($3 for NCPE members, $5 for nonmembers).

ANY WAY YOU LOOK AT IT: MEN'S DEGREES WORTH MORE

As reported in *Manpower Comments*, Vol. 26, No. 8., women with undergraduate degrees earn an average of $19,203; men who are high school graduates earn slightly more, $19,746.

Manpower Comments also reports in the same issue that women entering the job market with master's degrees earn about $1,100 less than men who enter with bachelor's degrees. Men with master's degrees earned about $6,400 more per year than men with bachelor's degrees. For women with master's degrees, their degree earned them only $2,400 more per year than women with bachelor's degrees.

Manpower Comments is published by the Commission on Professionals in Science and Technology, 1500 Massachusetts Ave., NW, Suite 831, Washington, DC 20005. Single issue: $7.

A UNIVERSITY OF UTAH analysis of U.S. Census Bureau data also shows that graduate degrees are worth more to men than to women. On the average, a man with a graduate degree will earn approximately $2 million in his lifetime. A woman with the same level of education will earn only $1.3 million.

According to the census data, female high school graduates fare less well than their male counterparts. A male high school graduate can expect to earn $1.4 million during his working years while a female at the same level will earn $850,000.

ASSOCIATION of AMERICAN COLLEGES

RESOURCES

JOURNAL'S SPECIAL ISSUE FOCUSES ON DIVERSITY

The Fall 1989 issue of *CUPA Journal*, published by the College and University Personnel Association, focuses on affirmative action and diversity. The issue features three articles of particular interest to women:

- "Presence and Power: Answering the Need for Women Leaders in Higher Education," which examines the status of women faculty members, staff members, and administrators and the institution's responsibility to employ more women in positions of power and responsibility.
- "An Organizational Development Approach to Preventing Sexual Harassment: Developing Shared Commitment Through Awareness Training," which promotes the use of university training programs to eradicate sexual harassment on campus.
- "Campus Affirmative Action Committees: A Practical Look at Identifying the Problem and Finding a Solution," which provides a blueprint for assembling an effective, active, and balanced committee.

The Fall 1989 issue of the *CUPA Journal* (Vol. 40, No. 3) is available for $10 from the College and University Personnel Association, 1233 20th St., NW, Suite 503, Washington, DC 20036. □

SEXIST LANGUAGE ALTERNATIVES

Does our language favor one sex over another? Does it belittle one sex, mask sexual discrimination, or make one sex invisible? *Language, Gender, and Professional Writing: Theoretical Approaches and Guidelines for Nonsexist Usage* explores sexist language in depth—its origins, its effect, the related controversies—and provides sensible and sensitive guidelines for nondiscriminatory speech and writing. Designed for scholars, teachers, students, professionals, and general readers concerned with language, the 341-page book demonstrates the importance and value of avoiding biased language and stimulates its readers to think of language as a rich resource offering many alternatives to objectionable usage.

Language, Gender, and Professional Writing is available from the Modern Language Association, Member and Customer Services, 10 Astor Pl., New York, NY 10003. The cost is $32 for cloth (MLA members $25.60) or $14.50 for paper (MLA members $11.60) plus $1.50 shipping and handling. □

HISTORY OF AMERICAN WOMEN

Sara Evans has written a history of American women, from the indigenous Indian woman of the sixteenth century wilderness to the dual-role career woman and mother of the 1980s. *Born for Liberty: A History of Women in America*, integrates women's story into the larger narrative of our nation's experience. By bringing to center stage the richness and diversity of women's lives as pioneers, slaves, immigrants, factory workers, and suburban mothers, Evans, professor of history and director of the Center for Advanced Feminist Studies at the UNIVERSITY OF MINNESOTA, reinterprets American womanhood as well as notions of political participation and active citizenship.

Born for Liberty is available for $24.95 from the Free Press, Attn: Dino Battista, 866 Third Ave., New York, NY 10022. □

WOMEN'S COLLECTIONS

The Women's Collection of the Special Collections Department at NORTHWESTERN UNIVERSITY's Library contains materials documenting the women's movement since the late 1960s. The collection has strong holdings in women's periodicals and a growing collection of monographs. Donations of materials are welcome. A quarterly newsletter is distributed to publicize and update the collection. For more information, contact Judy Lowman, Assistant Curator, the Women's Collection of the Special Collections Department, Northwestern University Library, Evanston, IL 60208-2300. □

KEEPING UP WITH WOMEN

The statistics needed to assess the present levels of women and members of minority groups entering the professional labor force and to forecast the probable number and characteristics of persons available for employment in various fields in coming years are provided in *Professional Women and Minorities: A Manpower Data Resource Service*. In this eighth edition, compiled by Betty M. Vetter, more than three hundred tables provide a comprehensive statistical picture of the past, current, and future professional workforce in the U.S. in the natural and social sciences, engineering, arts, humanities, education, and all professions. Both historical and current data on enrollments and degrees are provided by subfield and all tables are broken down by citizenship, sex, and/or minority status. The volume includes a comprehensive bibliography of data sources and a detailed cross-index.

Copies of *Professional Women and Minorities* are available for $75 to commission members and $85 to nonmembers from the Commission on Professionals in Science and Technology, 1500 Massachusetts Ave., NW, Suite 831, Washington, DC 20005. □

DIRECTORY OF RESEARCH CENTERS

The new, expanded, biennial directory of the Women's Research and Education Institute contains key information about forty-seven centers across the U.S. where research on women's issues is being conducted. It also contains information about the topics that are being researched.

The *Directory of Selected Research and Policy Centers Working on Women's Issues* (Fifth Edition) lists the primary activities and areas of expertise of each center as well as its address, telephone number, and contact person(s). A table organized by subject area al-

ASSOCIATION of AMERICAN COLLEGES

lows users of the directory to ascertain which of the more than one hundred topics centers are working on. An appendix, which contains additional information about research areas, includes a listing of centers with particular expertise on minority women.

The directory is available for $8.50 (prepaid) from the Women's Research and Education Institute, 1700 18th St., NW, Suite 400, Washington, DC 20009. □

SURVEY OF NEEDS AND RESOURCES

Foundation support has played a vital role in the struggle for equality of American women and girls. In the past decade, however, foundation giving has not kept pace with women's needs. *Far From Done: The Status of Women and Girls in America* presents a brief overview of the critical demographic, economic, employment, and social trends that are having, and will continue to have, an impact on the lives of America's women and girls. Also included are a summary of foundation grants to women and girls from 1981–87 and recommendations for action. *Far From Done* (12 pages) is available for $10 from Women and Foundations/Corporate Philanthropy, 141 Fifth Ave., 7-S, New York, NY 10010. □

HELP FOR CONFERENCE COORDINATORS

Women in Higher Education Administration: A Brief Guide for Conference Planners was developed as a practical guide and checklist for conference coordinators. The handbook is designed to assist conference planners through fifteen separate steps of planning a conference, including a checklist so that tasks can be easily marked off as they are accomplished. It is enclosed in a loose-leaf binder so that planners can add to the appropriate sections of the handbook any additional materials they collect in planning their conference.

While the handbook is based on the process used to develop two conferences for women in higher education administration in Kentucky, the materials can also serve as a guide for any group planning a conference for women administrators or, by changing the language, a conference for women in any field.

The ninety-two page handbook is available for $6.50 plus $2 shipping (prepaid) from EDC/WEEA Publishing Center, 55 Chapel St., Newton, MA 02160. □

PSEW PUBS AVAILABLE IN BULK

All PSEW publications are available at bulk rates for fifteen copies or more. There is a 30 percent discount for orders of fifteen to ninety-nine copies of a publication, and a 50 percent discount for orders of one hundred or more copies. For prices and shipping information, contact Karen Seebohm, AAC, PSEW, 1818 R St., NW, Washington, DC 20009; 202/387-1300. All orders must be prepaid.

WOMEN MAKE MOVIES

Women Make Movies, Inc., a distributor of films and videos by and about women, has released a new catalogue that includes more than 175 titles and fifty new releases, many of them by and about women of color. The new entries include:

- *With a Vengeance*, a document of the fight for reproductive freedom and the history of the women's movement, made by and for young women.
- *Surname Viet Given Name Nam*, Trinh T. Minh-ha's documentary on Vietnamese women.
- *Visions of the Spirit*, an intimate portrait of Pulitzer Prize-winning author Alice Walker.
- *Positive Images: Portraits of Women With Disabilities*, a new film dealing with sex equity and disability issues.

The catalogue features a speaker's bureau of women film and video makers and programming suggestions for feature-length public presentations. The film and video catalogue is available free upon request from Women Make Movies, Inc., 225 Lafayette St., Suite 211, New York, NY 10012. □

POSTERS OF WOMEN

The Organization for Equal Education of the Sexes (OEES) distributes multicultural, bias-free posters with a variety of themes. Among the series are posters depicting famous women, women at work, dropout prevention, and women's history month. Teaching packets that include lessons, background information, resource lists, and a poster are available for those who teach about women in American history and about women and girls with disabilities. The teaching packets are prepared for middle school use but come with guidelines for adapting them to elementary and upper grade levels; they would also be useful in teacher training programs at the postsecondary level.

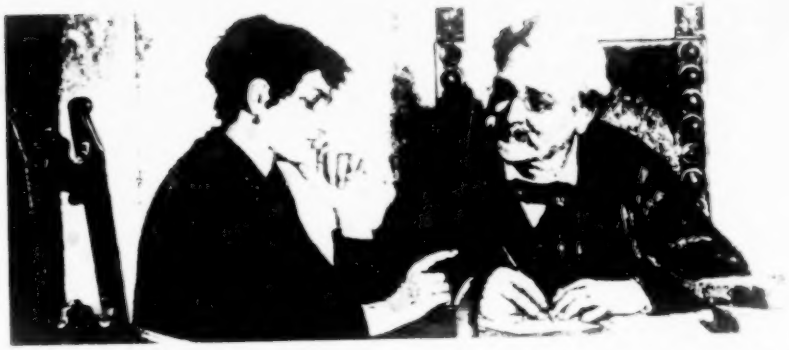
Posters are available individually and as sets. Bulk rates are available. For a catalogue, contact OEES, 808 Union St., Brooklyn, NY 11215. □

RESEARCH OPPORTUNITIES

RADCLIFFE COLLEGE (MA) offers a program of small grants to support postdoctoral research drawing on the data resources of the Henry A. Murray Research Center. The center is a national repository for social science data on human development and social change, particularly the changing life experiences of American women.

The Radcliffe Research Support Program offers grants of up to $5,000; applications are accepted three times during the year—October 15, February 15, and April 15. For more information about the program, contact the Radcliffe Research Support Program, Henry A. Murray Research Center, Radcliffe College, 10 Garden St., Cambridge, MA 02138. □

LOOKING FOR A GOOD MENTOR?



Women students and professors may miss out on mentoring because all too often senior men overlook women when it comes to choosing protegés, while senior women mentors are few and far between.

With the help of a booklet, *Academic Mentoring for Women Students and Faculty: A New Look at an Old Way to Get Ahead*, you can learn how to be a better mentee and mentor, how to find a mentor, how to get the most out of mentoring, how to avoid common problems, how to make mentors from other groups, and how to help students.

The booklet includes a bibliography and resource guide with tips on how to use mentors in specific fields, older mentors, and disabled mentors and includes exercises for individuals and groups.

To order *Academic Mentoring* at $5 (prepaid) make checks payable to: Project on the Status and Education of Women, AAC, 1818 R St., N.W., Washington, D.C. 20009. Make checks payable to AAC/PSEW. Bulk rates: 15 through ten $4.50 each; 16+ cost $3 each. For a list of PSEW publications, send a self-addressed, stamped envelope.

SUBSCRIPTION FORM

ON CAMPUS WITH WOMEN

Yes! I would like a subscription to On Campus With Women. Please enter my subscription for one year (four issues).

For Individuals and Women's Programs

For Institutions

All Foreign Subscriptions

Name

Address

City

Prepayment is required: checks should be made payable to AAC/PSEW.
PLEASE RETURN THIS FORM WITH YOUR CHECK TO:
Project on the Status and Education of Women, Association of American Colleges

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991